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THE PRESENT STATUS OF RURAL TEACHERS IN THE SOUTH

BY
LAWRENCE ALEXANDER SHARP, Ph. D.

GEORGE PEABODY COLLEGE FOR TEACHERS
CONTRIBUTIONS TO EDUCATION
NUMBER TWO



PUBLISHED UNDER THE DIRECTION OF
GEORGE PEABODY COLLEGE FOR TEACHERS
NASHVILLE, TENNESSEE

Monograph

Submitted in partial fulfillment of the
requirements for the
DEGREE OF DOCTOR OF PHILOSOPHY
in the Graduate School of Education of
George Peabody College for Teachers.

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INTRODUCTION

PURPOSE OF THE STUDY

The aim of this study is to secure data in regard to the tenure of rural teachers, the reasons why they leave the rural schools, and the reasons why they change positions from one rural school to another rural school. It has been pointed out by a number of educators that the tenure of rural teachers is less than two years, and that those who do remain in the rural schools longer than two years are peripatetics. Some of them have given the causes of the short tenure, and the reasons why those remaining in the profession change positions every year, but these reasons seem to be based wholly on personal opinion. Data as a basis for their statements have not been presented.

Chapter I is a presentation and discussion of data in regard to the tenure of rural teachers; chapter II attempts to answer the question why teachers leave the rural schools; and chapter III is a discussion of the data presented, which tend to show why teachers change from one rural school to another rural school. The last chapter, chapter IV, is a brief discussion of the evil effects of the itinerancy of rural teachers, and some suggestions which may be helpful in reducing the amount of itinerancy among the rural teachers.

SOME EXPLANATIONS

In this study *teachers* mean rural teachers,¹ unless otherwise specified. *Rural teachers*, as the word *rural* is used in this study, are teachers whose administrative head is a county superintendent. A *rural school*, as used here, is a school under the administration of a county superintendent. It is not the purpose of this study to define rural teachers, or rural schools, in their strictest sense. If their administrative head is a county superintendent, they are considered rural. However, all teachers included in this study are classified on the basis of the size of the school in which they teach. Teachers of one- and two-teacher schools are put into one group, and teachers of schools employing more than two teachers are put into another group. This grouping was made because it was felt that all teachers employed in one- and two-teacher schools are strictly rural, situated in somewhat isolated rural districts. On the other hand, there was some doubt as to whether the teachers in the

¹No negro teachers are included in this study.

larger schools could be classed as rural, using the term in its strictest sense. In other words, all data included in this study, unless otherwise specified, are in regard to teachers whose administrative head is a county superintendent, and they are classified on the basis of the size of the school in which they are teaching and not on a "hairsplitting" definition of rural teachers.

HOW DATA WERE COLLECTED

The data presented in this study were obtained from three sources; namely, educational literature, county superintendents, and rural teachers. All educational literature that was easily available was consulted, and where data were found on the tenure of rural teachers, they were taken for use in this study.

The data obtained from county superintendents were secured by visiting six county superintendents. The problem and the general plan of investigation were presented to the Rural School Supervisors of Alabama, Arkansas, Mississippi, Missouri, and Tennessee. They were each asked to name one or two county superintendents in their respective states who would be interested in this study and who would be willing to give information in regard to the tenure of their teachers. The supervisors suggested the names of Superintendent Butler, Madison County, Alabama; Superintendent Davis, Lonoke County, Arkansas; Superintendent Cathey, Tate County, Mississippi; Superintendent McCroskey, Greene County, Missouri; Superintendent Jobe, Montgomery County, Tennessee; and Miss Maude Norrid, supervisor of schools in Robertson County, Tennessee. These superintendents were visited on different dates between the fifth and twenty-fifth of April, 1919.

Before going to a county, blanks were devised for the purpose of securing and recording the desired information given by the county superintendents, in the minimum time. On the following page is a copy of the blank used:

[illegible]

Data were obtained from rural teachers by means of questionnaires. The basis for selecting the teachers was

as follows: It was decided to send questionnaires to every rural teacher in two counties in each of the sixteen Southern States. A concise statement of the problem and the plan to be followed in regard to selecting the teachers was made to the Rural School Supervisors of all the Southern States, and each supervisor was asked to suggest two of his county superintendents who would furnish a complete mailing list of their teachers for this study. Lists were received from two county superintendents in each of eight states; from the remaining eight states lists were received from only one county superintendent in each. Questionnaires were sent to every teacher in at least one county in each of the Southern States, but in Georgia the list was not received in time to include the replies in the study.

Questionnaires were sent to 3,226 rural teachers, and replies were received from 733 in time to be included in the study. Below is a copy of the questionnaire (see pages 8, 9, 10, 11) sent to the teachers, also a copy of the letter written by Commissioner P. P. Claxton, which accompanied each questionnaire. A return envelope was enclosed with each questionnaire.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION.

WASHINGTON,
April 10, 1919.

S 1

Tenn.

To the Teacher:

The United States Bureau of Education has been asked many times to make a study of rural teachers and the conditions under which they do their work, with a view to offering some constructive suggestions which would be beneficial to teachers. I have asked Dr. F. B. Dresslar, of the Bureau's staff, now at Peabody College for Teachers, Nashville, Tenn., to make an investigation of this problem, and he will have a portion of the necessary field work done under his direction by Prof. Frost and Mr. Sharp, of the same institution.

In order to yield valuable results it is necessary to secure accurate information from a considerable number of teachers from counties located in several different states. The county in which you are or have been teaching has been selected as one of the counties for this study. All the teachers are asked to fill out the answers to the questions as carefully and fully as possible. Please use the enclosed

addressed envelope to return these papers at once; no postage stamp is required.

Your name will not be used in any way in connection with this study. As soon as your papers are received your name will be detached and the papers will be known thereafter by number only.

I feel sure that I can count on the hearty coöperation of all those teachers who are asked to assist in making this study a success.

Very truly yours,

P. P. CLAXTON,
Commissioner.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION.

WASHINGTON,
April 10, 1919.

S 2

Tenn.

INVESTIGATION OF RURAL TEACHING CONDITIONS

Name of teacher -----
(To be detached here.)

1. Man or woman?-----
2. County in which you are teaching?-----
State?-----
2. How many months did you attend high school?-----
4. How many months did you attend a normal school?

5. How many months did you attend college?-----
6. How many years have you taught?-----
7. How many different schools have you taught?-----
8. How many consecutive years have you taught in the
school in which you are now teaching?-----
9. What is the greatest number of consecutive years you
have ever taught in any one school?-----
10. How many teachers are there in your school?-----
11. How many teachers were there in the school in which
you taught before going to the school in which you
are now teaching?-----
12. What is the length of your contract?-----

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION.WASHINGTON,
April 10, 1919.

S 3

Tenn.

INVESTIGATION OF RURAL TEACHING CONDITIONS (*Concluded*)Name of teacher -----
(To be detached here.)

Of the reasons listed below, please check (X) the five that influenced you most to change teaching positions the last time. Check twice (XX) the one of these five that influenced you most.

NOTE.—Do not check more than five. Please read all items before checking any.

- () 1. Difficult to get to school.
- () 2. Nothing to do during Saturday and Sunday.
- () 3. Too few agreeable companions.
- () 4. Community gossip.
- () 5. Factions in the school district.
- () 6. Patrons took no interest in the school.
- () 7. The children were hard to discipline.
- () 8. The children were slow in learning.
- () 9. Too many classes to teach.
- () 10. Work was too hard.
- () 11. To get into a graded school.
- () 12. To get into a larger school.
- () 13. Irregular attendance.
- () 14. Term was too short.
- () 15. Better salary.
- () 16. Boarding place was unsatisfactory.
- () 17. Had no place to entertain my friends.
- () 18. Boarding place was too far from school.
- () 19. Too much exposure.
- () 20. Had to do my own janitor work.
- () 21. Community health conditions undesirable.
- () 22. Principal wasn't agreeable.
- () 23. Poor school building.
- () 24. Poor equipment for the school.
- () 25. Poor playgrounds.
- () 26. Little chance for self-improvement.
- () 27. So I could attend a church of my own denomination.

- () 28. To be closer home.
- () 29. Don't think a teacher should stay too long in one place.
- () 30. Difficult to get laundrying done.
- () 31. To get a longer contract.
- () 32. Had planned to quit teaching, and when I decided to teach again, my old school was taken.
- () 33. Any reason not mentioned. Make this one of the five, if checked.

While devising the questionnaire, this question arose: Will the majority of the teachers check five reasons by the time they have read the first fifteen, and the results be vitiated due to the fact that all of the reasons were not considered? In other words, would not the position of the reason have more to do with its being checked than the reason itself? To answer this question, copies of the second page of the questionnaire, *S 3*, were handed to twenty-five students in Peabody College for Teachers; these students had all taught before coming to Peabody and therefore were considered teachers. No instructions were given them more than are given at the top of the page. Eighteen of the twenty-five checked the reasons. Some checked five, others checked only one. The following graph shows the results. It is realized that the number of cases used were too few to answer the question, but the results seem to indicate that the position of a reason would have nothing to do with the number of times it would be checked.

Per Cent of Times Each Reason Was Checked by the Eighteen Teachers
(once or twice)

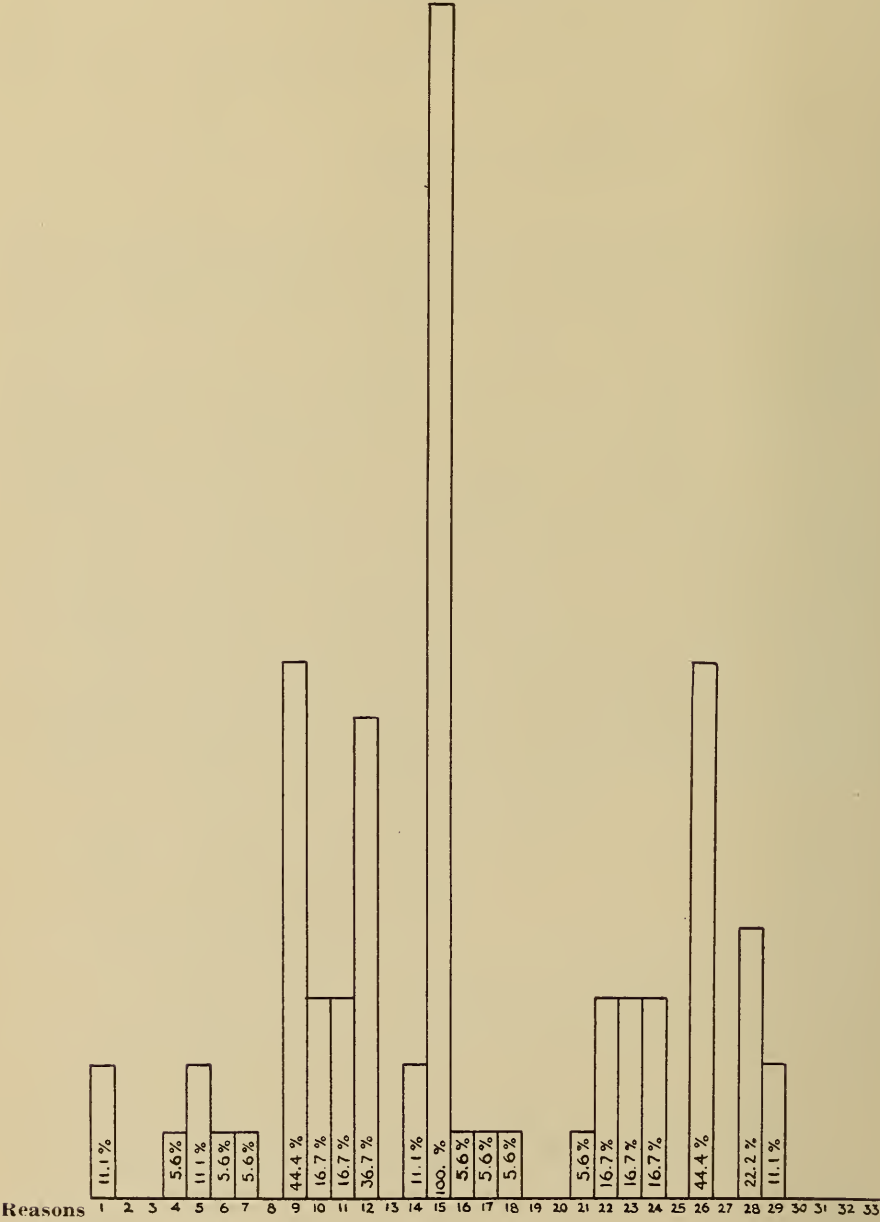


Fig. 1

The questionnaires were sent, and the following graph shows the distribution of reasons as they were checked. It seems from the table that a reason was not checked on account of its position in the questionnaire, but that the teacher searched until he found the real reason and then checked it. The five reasons that were checked by the greatest number of teachers are, in order of position in the questionnaire, 6, 9, 15, 26, and 28.

Per Cent of Times Each Reason Was Checked (once or twice)

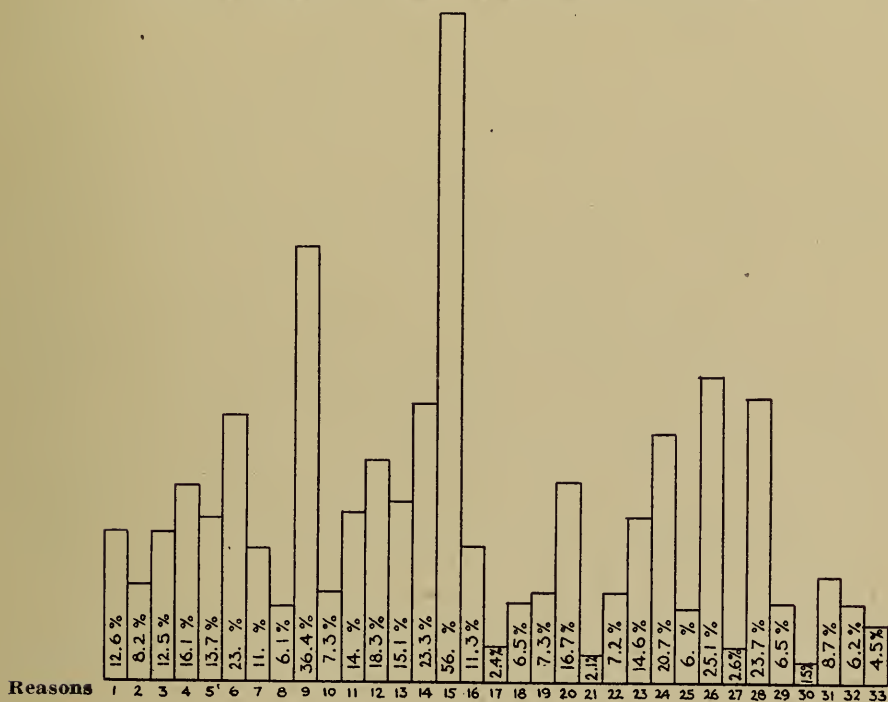


Fig. 2

CHAPTER I

THE PRESENT STATUS OF RURAL TEACHERS IN THE SOUTH IN REGARD TO TENURE

INTRODUCTION

Any discussion of the status of rural teachers in the South as a whole is more or less incomplete and fragmentary. The data necessary for a thorough analysis and an exact presentation of actual conditions are not available; they do not exist. Only four or five states have made surveys of their rural teachers, and those that have made surveys have not obtained all the data that bear on the status of rural teachers. Some states have collected facts regarding certain things and other states facts on entirely different items. This fragmentary mass of data will make it more or less impossible to make comparisons that are sound. There have been a number of county surveys made which present more fully the true conditions of rural teachers than do the state surveys. But none of the county surveys has covered all the items to be presented in this chapter. Taking all the data obtainable from any and every source, State Superintendents' Reports, County Superintendents' Reports, State School Surveys, County School Surveys, County Rural Surveys, Bulletins published by the United States Bureau of Education, and from questionnaires sent to 3,226 rural teachers in the sixteen Southern States, there are probably enough data obtainable to be indicative of the actual status of rural teachers in the South in regard to tenure.

The data that will be presented in this chapter have been collected from the sources just mentioned. Some of these data were collected as early as 1910; others were not available before 1919. All data found that had any bearing on the subjects to be discussed were taken, provided they were collected in 1910 or later. All data collected within this period of eight years have been treated as though they were collected the same year.

No discussion of an individual county will be made, but where the data were taken from a county survey they will be treated as indicative of conditions prevailing in the state. Of course if a county were known to be far below the average county in the state, it would not be fair to the state to be represented by such a county. But such is not likely to be the case. It is not the backward county that is being surveyed; it is the county that is progressing and forging

ahead. A state is more likely to be overrated than underrated by data taken from a county survey. However, it is not the intention of this discussion to justify the data presented, but rather to draw a few conclusions that seem evident.

On a number of topics there were data given in the State Superintendents' Reports, but these data as a general rule include city, village, and rural teachers without differentiation; therefore the data could not be used. Very few state superintendents make separate reports for the various classes of teachers, or even present data so that a distinction can be made. This is one reason why data are so difficult to obtain. Another reason is that no two state superintendents include data on the same items, or if they do, it is in different forms and one must be translated into terms of the other before a comparative study can be made. For instance, one will present data on the qualification of teachers in terms of years of school attendance, another in terms of the number of summer schools attended, and still another in terms of the grade of certificate held. It is evident from such data that no intelligible comparison could be made. A comparison would be feasible in terms of years of school attendance, provided the word "year" is defined. No one can tell anything about a teacher's qualifications from the certificate he holds. If he has obtained it by passing an examination, there is no basis on which to draw conclusions. If it happens to be a professional certificate, one may be able to look up the state law regarding the certification of teachers and make an intelligent guess. Thus, because of the inconsistency in the use of terms, all doubtful data were excluded.

This discussion will deal with tenure as to years' experience, number of different schools taught, consecutive years in present position, greatest number of consecutive years taught in any one school, and the three types of changes made by rural teachers.

EXPERIENCE OF RURAL TEACHERS

1. *As shown by data obtained from educational literature.* The data used in this discussion were obtained from Educational Surveys and State Superintendents' Reports. Data on the experience of rural teachers were found in no other educational literature, and were found here for only six Southern States. These data presented in the following table show that 15.2 per cent of the rural teachers in five states (North Carolina is excluded) have taught only one year. They further show that 45.4 per cent of the rural

teachers have taught five years or longer. The following interpretation may be made: 15.2 per cent of the rural teachers quit each year, and only 45.4 per cent teach as long as five years. In other words, the table shows that the median rural teacher teaches four years and quits.

TABLE 1.—Some Rural Teachers in the South, Classified on the Basis of Experience

States	Total number of teachers considered	The number of teachers who have taught				
		1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs. or more
Alabama (1).....	160	35	25	-----	-----	-----
Kentucky (2).....	9354	1676	1470	-----	-----	-----
Louisiana (2).....	5942	927	886	807	643	2679
Missouri (2).....	20208	2934	2590	2362	1913	10409
N. Carolina (2).....	12015	-----	-----	-----	-----	4031
W. Virginia (2).....	10335	1414	-----	-----	-----	4902
Per Cent (3).....	-----	15.2	14.0	12.1	9.8	45.4

¹ An Educational Survey of Three Counties in Alabama, page 81.

² State Superintendent's Report (1916, 1914, 1915, 1915, and 1916, respectively.

³ These per cents will not add to 100 due to the bases used. If a state has no representation in a column, it is excluded in figuring the per cent. For instance, North Carolina does not figure in finding the per cent in the first column with one year's experience. Instead of 58,014 as a base, 58,014-12,015, or 45,999 was used. In the second and fifth columns four states were considered, and in the third and fourth columns only two states were considered.

The following table gives the per cent in each group of experiences by states. It will be observed that the median per cent, for the five states, with one year's experience is 15.2; and the median per cent with five years's experience, or more, is 46.8.

TABLE 2.—Some Rural Teachers in the South, Classified on the Basis of Experience, Expressed in Per Cents¹

State	Total number of teachers considered	The per cent of teachers who have taught				
		1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs. or more
Alabama.....	160	22.0	16	-----	-----	-----
Kentucky.....	9354	17.9	15.7	-----	-----	-----
Louisiana.....	5942	15.6	15.0	13.5	10.8	45.1
Missouri.....	20208	14.5	12.8	11.7	9.8	51.2
N. Carolina.....	12015	-----	-----	-----	-----	33.6
W. Virginia.....	10335	12.7	-----	-----	-----	48.5
Median.....	-----	15.6	15.35	12.6	10.3	46.8

¹ Obtained from Educational Literature (see page 16).

These medians are practically the same as the per cents derived in the preceding table, and like the preceding table show that the median rural teacher quits after teaching four years.

TABLE 3.—Some Rural Teachers in Other States, Classified on the Basis of Experience, Expressed in Per Cents

State	Per cent of teachers who have taught				
	1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs. or more
California (1)-----	24.0	19.0	8.0	9.0	40.0
Iowa (2)-----	15.4	8.4			
Ohio (3)-----	29.2	11.2	12.4	8.0	39.3
South Dakota (4)-----	31.2	23.5	17.4	9.6	18.3
Wyoming (5)-----	54.4	21.9	16.3	2.4	3.0
Median-----	29.2	19.0	14.35	8.5	28.8

¹ A Rural Survey of Tulane County, California.

² State Superintendent's Report, 1913.

³ Rural Life Survey of Greene and Clemont Counties, Ohio, 1914.

⁴ The Educational System of South Dakota, Bureau of Education Bulletin, 1918, number 31, page 211.

⁵ Educational Survey of Wyoming by A. C. Monahan and Katherine M. Cook, Bulletin 1916, number 29, page 81.

2. As shown by data obtained from personal interviews with six county superintendents. These data were obtained from six county superintendents visited during April, 1919. The superintendents could not give complete data for any group of teachers except those who had taught only one year. So the following table will try to show nothing more than the per cent of rural teachers who have had only one year's experience. It will be seen in the table that the per cent of teachers with only one year's experience varies from 15.8 per cent in Alabama to 22.5 per cent in Tennessee. The median for the five states is 19.4 per cent.

The data composing the above tables on experience were taken from the following sources:

Alabama—An Educational Survey of Three Counties in Alabama, page 81.

Kentucky—State Superintendent's Report, 1916.

Louisiana—State Superintendent's Report, 1914.

Missouri—State Superintendent's Report, 1915.

West Virginia—State Superintendent's Report, 1916.

California—A Rural Survey of Tulane County, California (made by country church work of the Board of Home Missions and the Presbyterian Church in the United States—W. H. Wilson and H. N. Morse, 156 Fifth Avenue, New York City).

Ohio—A Rural Life Survey of Greene and Clemont Counties, Ohio, by the same church.

Iowa—State Superintendent's Report, 1913.

Wyoming—Educational Survey of Wyoming, by A. C. Monahan and Katherine Cook; Bureau of Education Bulletin, 1916, No. 29, page 211.

TABLE 4.—Rural Teachers of One Year's Experience; Six Counties¹

A County in	Total Number of Teachers	Teachers with 1 yr.'s Experience	Per cent with 1 yr.'s Experience
Alabama.....	120	19	15.8
Arkansas.....	61	10	16.7
Mississippi.....	78	17	21.8
Missouri.....	160	31	19.4
Tennessee (2).....	195	44	22.5
Total.....	614	121	19.7
Median.....			19.4

¹ These data were obtained by a personal interview with six county superintendents in the above-named states.

² Two county superintendents were visited in Tennessee.

3. As shown by data obtained from questionnaires sent to rural teachers. These data have been classified into two groups. One group considers teachers who were teaching in one- and two-teacher schools, and the other group considers teachers who were teaching in schools with more than two teachers.

TABLE 5.—Some Teachers in One- and Two-Teacher Schools, Classified on the Basis of Experience¹

State	Total number of teachers considered	The number of teachers who have taught				
		1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs. or more
Alabama.....	33	3	6	3	2	19
Arkansas.....	63	4	7	7	5	40
Florida.....	3	1				2
Kentucky.....	5	1	1	1		2
Louisiana.....	28	3	3	4	1	17
Maryland.....	47	11	7		2	27
Mississippi.....	9	1	1	1		6
Missouri.....	36	8	7		2	19
North Carolina.....	34	5	2	5	8	14
Oklahoma.....	5					5
South Carolina.....	32	10	5	3	5	9
Tennessee.....	32	7	6	2	4	13
Texas.....	18	6	4	2	2	4
Virginia.....	40	14	6	5	4	11
West Virginia.....	17	3	1	4	1	8
Total.....	402	77	56	37	36	196
Per Cent.....		19.1	13.9	9.2	9.0	49.0

¹ Obtained from Questionnaires.

In one- and two-teacher schools 19.1 per cent of the teachers have taught one year only, and 49 per cent have taught five years or longer. In schools with more than two teachers, 13 per cent have taught one year only, and 60.3 per cent have taught five years or longer.

TABLE 6.—Some Rural Teachers in Schools Employing More Than Two Teachers, Classified on the Basis of Experience¹

States	Total number of teachers considered	The number of teachers who have taught				
		1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs. or more
Alabama.....	34	2	2	2	-----	28
Arkansas.....	25	2	1	2	1	19
Florida.....	7	-----	-----	-----	-----	7
Kentucky.....	2	-----	-----	1	-----	1
Louisiana.....	39	7	9	3	2	18
Maryland.....	23	1	2	1	1	18
Mississippi.....	15	1	-----	2	1	11
Missouri.....	10	1	1	-----	-----	8
North Carolina.....	18	1	4	1	-----	12
Oklahoma.....	13	4	-----	-----	1	8
South Carolina.....	41	8	9	5	4	15
Tennessee.....	11	2	4	-----	-----	5
Texas.....	31	2	4	4	3	18
Virginia.....	54	11	6	5	5	27
West Virginia.....	7	1	1	1	-----	4
Total.....	330	43	43	27	18	199
Per Cent.....	-----	13.0	13.0	8.3	5.4	60.3

¹ Obtained from Questionnaires.

Taking the two groups as a whole, 16.4 per cent have taught one year only, and 54 per cent have taught five years or longer. It is observed that the teachers who were teaching in the larger schools have had more experience than those teaching in the smaller schools. This may be explained in two ways. First, the rural teachers begin teaching in the small schools and go from them to larger schools; second, the teachers who teach in the smaller schools go out of the teaching profession more quickly than do those who teach in the larger schools. Both conclusions may tend to indicate that the tenure of rural teachers may be increased by consolidation.

These data show that the median rural teacher in the one- and two-teacher schools teach only four years, as was shown by preceding data, but that the median teacher in the larger schools teaches five years before he quits.

SUMMARY

A bird's-eye view of the preceding discussions can best be presented in a summary table which will show the per cents of each table that fall in each group of experiences. This summary table tends to show that there is no wide variation in either group. It also tends to show that the results presented by either table might be accepted and the error would be slight.

TABLE 7.—Summary Table Showing the Per Cents that Fall in Each Group of Experience as Shown by the Preceding Tables

Experience.	Per cents shown in (1) table 1	The median per cents shown in table 2	Per cents shown in (2) table 5	Per cents shown in table 6	The median per cents shown in (3) table 4
1 yr.-----	15.2	15.6	19.1	13.0	19.4
2 yrs.-----	14.0	15.35	13.9	13.0	-----
3 yrs.-----	12.1	12.6	9.2	8.2	-----
4 yrs.-----	9.8	10.3	9.0	5.4	-----
5 yrs. or more	45.4	46.8	49.0	60.3	-----

¹ Obtained from Educational Literature.² Obtained from Questionnaires.³ Obtained from County Superintendents.

Probably the most representative figures are the medians obtained from the summary table. These medians tend to show that 15.6 per cent of the rural teachers quit teaching in the rural schools each year, that only 47.9 per cent teach five years, and that the median rural teacher quits at the end of his fourth year.

Medians Obtained from the Summary Table

Years' Experience	Median Per Cents
1 -----	15.60
2 -----	14.95
3 -----	10.65
4 -----	9.40
5 or more -----	47.90

THE NUMBER OF DIFFERENT SCHOOLS TAUGHT BY RURAL TEACHERS

Nothing was found in educational literature relative to this topic. The county superintendents could not give complete data on the subject in regard to all of the teachers in their counties; therefore the basis of this discussion will be the data obtained from questionnaires sent to the rural teachers. Replies on this subject were received from 721 teachers, 393 of whom were teaching in one- and two-teacher schools, and 328 in larger schools. These data are organized on the basis of one- and two-teacher schools and schools that employ more than two teachers.

TABLE 8.—Teachers of One- and Two-Teacher Schools, According to the Number of Schools Taught¹

State	Total number of teachers considered	One School	Two Schools	Three Schools	Four Schools	Five or more Schools
Alabama.....	33	4	6	7	4	12
Arkansas.....	63	9	6	10	8	30
Florida.....	3	1			1	1
Kentucky.....	5	2	1		1	1
Louisiana.....	27	3	4	5	7	8
Maryland.....	46	18	9	7	4	8
Mississippi.....	9	1	2	1	1	4
Missouri.....	31	8	9	4	3	7
North Carolina.....	34	9	6	7	3	9
Oklahoma.....	4			1		3
South Carolina.....	32	10	9	3	7	3
Tennessee.....	32	7	10	6	3	6
Texas.....	18	10	3	1	1	3
Virginia.....	39	17	9	5	2	6
West Virginia.....	17	3	2	3	2	7
Total.....	393	102	76	60	47	105
Per Cent.....		25.9	19.3	15.3	11.9	26.7

¹ Obtained from Questionnaires.

Data show that 25.9 per cent of the teachers who were teaching in the one- and two-teacher schools have taught in only one school; 19.3 per cent have taught in two different schools; 15.3 per cent have taught in three different schools; 11.9 per cent have taught in four different schools; and 26.7 per cent have taught in five or more different schools. The median teacher in this group has taught only four years; during these four years he has taught in three different schools.

TABLE 9.—Teachers of Rural Schools Employing More Than Two Teachers, According to the Number of Schools Taught¹

State	Total number of teachers considered	One School	Two Schools	Three Schools	Four Schools	5 or more Schools
Alabama.....	33	3	5	5	4	16
Arkansas.....	25	2	5	1	4	13
Florida.....	7			1	1	5
Kentucky.....	2			1		1
Louisiana.....	38	12	5	5	5	11
Maryland.....	23	6	6	6	3	2
Mississippi.....	15	2		3	3	7
Missouri.....	10	4	1		1	4
North Carolina.....	19	2	5		5	7
Oklahoma.....	13	3	1	3	1	5
South Carolina.....	40	13	11	8	3	5
Tennessee.....	11	1	5	2	1	2
Texas.....	31	4	9	3	5	10
Virginia.....	54	15	13	10	4	12
West Virginia.....	7	1	1	2	1	2
Total.....	328	68	67	50	41	102
Per Cent.....		20.7	20.4	15.2	12.5	31.1

¹ Obtained from Questionnaires.

The record for teachers in the larger schools is not so bad, although they have taught longer. In this group 20.7 per cent have taught in only one school; 20.4 per cent have taught in two different schools; 15.2 per cent have taught in three different schools; 12.5 per cent have taught in four different schools; and 31.1 per cent have taught in five or more different schools.

Here again the median is three different schools. But the median teacher in this group has taught five years or more. Thus the median teacher in this group has taught in three different schools within five or more years. This tends to show that teachers not only teach longer in the larger schools, but remain in one position longer.

These data organized on the basis of teachers' experience tend to show that the median rural teacher changes positions at the end of his first year's experience; that he remains in his second school two years; and that he changes positions every two years thereafter.

TABLE 10.—Teachers of One- and Two-Teacher Schools, According to Experience and the Number of Schools Taught

Years' Experience	Total number of teachers	The number of different schools taught									
		1	2	3	4	5	6	7	8	9	10 or more
10 or more.....	85	2	2	3	9	6	6	10	5(1)	12	30
9.....	9	-----	-----	2	1	3	2	-----	-----	1	-----
8.....	20	-----	-----	3	4	3	5	3	2	-----	-----
7.....	26	-----	1	8	6	4	4	3	-----	-----	-----
6.....	20	-----	1	6	4	4	5	-----	-----	-----	-----
5.....	24	-----	6	10	8	-----	-----	-----	-----	-----	-----
4.....	35	1	7	12	15	-----	-----	-----	-----	-----	-----
3.....	39	5	18	16	-----	-----	-----	-----	-----	-----	-----
2.....	57	16	41	-----	-----	-----	-----	-----	-----	-----	-----
1.....	78	78	-----	-----	-----	-----	-----	-----	-----	-----	-----

Total, 393.
¹ The median is in the group in heavy type.

In table 10 it will be observed that the median teacher with 9 years' experience has taught in five different schools and that the median teacher with 10 years' experience or more has taught in eight different schools. This jump from five to eight is probably due to the fact that in the group of "10 or more" are included a large number of teachers who have taught much longer than ten years.

TABLE 11.—Teachers of Rural Schools Employing More Than Two Teachers, According to Experience and Number of Schools Taught

Years' Experience	Total number of teachers	The number of different schools taught									
		1	2	3	4	5	6	7	8	9	10 or more
10 or more....	111	-----	5	16	11	18	12(1)	12	9	9	19
9-----	16	-----	1	3	4	6	-----	1	-----	1	-----
8-----	14	1	-----	1	4	5	-----	1	2	-----	-----
7-----	15	1	1	2	8	2	1	-----	-----	-----	-----
6-----	19	2	4	3	7	2	1	-----	-----	-----	-----
5-----	21	3	7	6	4	1	-----	-----	-----	-----	-----
4-----	17	2	5	7	3	-----	-----	-----	-----	-----	-----
3-----	27	2	13	12	-----	-----	-----	-----	-----	-----	-----
2-----	47	16	31	-----	-----	-----	-----	-----	-----	-----	-----
1-----	41	41	-----	-----	-----	-----	-----	-----	-----	-----	-----
Total	328	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

¹ The median is in the group in heavy type.

THE EFFECT OF EDUCATIONAL TRAINING OF TEACHERS ON THEIR TENURE IN ONE POSITION

In one- and two-teacher schools: The median teacher with less than 18 months' high school training has taught five years or more. During this time he has taught in three different schools. The median teacher who has had 18 months' high school training or more, but is not a high school graduate, has taught five years or more. During

TABLE 12.—Teachers in One- and Two-Teacher Schools, According to Training and Experience, Expressed in Per Cents

Training	Total Teachers	Per cent of teachers who have taught				
		1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs. or more
Less than 18 months' high school training.....	100	17	7.0	8.0	8.0	60.0
18 months' high school training but not high school graduate.....	116	13.0	12.1	6.0	13.0	56.0
High school graduate, but less than 9 months' college training.....	105	27.6	22.0	9.5	4.8	36.2
9 months' college training or more.....	76	21.1	14.5	17.4	10.5	36.8

this time he has taught in four different schools. The median teacher who is a high school graduate, but has had less than 9 months' college training, has taught three years. During the three years he has taught in two different schools. The median teacher with 9 months' college training or more has taught three years. During the three years he has taught in three different schools. In other words, he has taught in a different school each year.

TABLE 13.—Teachers in One- and Two-Teacher Schools, Classified on the Basis of Training and the Number of Different Schools Taught, Expressed in Per Cents

Training	Total number of teachers	Per cent of teachers who have taught in				
		One School	Two Schools	Three Schools	Four Schools	Five or more Schools
Less than 18 months' high school training..	100	25.0	14.0	13.0	8.0	40.0
18 months' high school training, but not a high school graduate.....	114	20.2	15.8	14.0	16.7	33.3
A high school graduate, but less than 9 months' college training.....	104	35.4	25.0	14.4	8.6	16.4
9 months' college training or more.....	73	26.0	23.3	22.0	12.3	17.4

In schools employing more than two teachers: The median teacher with less than 18 months' high school training has taught eight years or more. During this time he has taught in five different schools. The median teacher with 18 months' high school training, but who is not a college graduate, has taught eight years or more. During this time he has taught in five different schools. The median teacher who is a high school graduate, but who has had less than 9 months' college training, has taught eight years or more. During this time he has taught in three different schools.

TABLE 14.—Rural Teachers in Schools Employing More Than Two Teachers, Classified on the Basis of Training and Experience, Expressed in Per Cents

Training	Total number of teachers considered	Per cent of teachers who have taught							
		1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs.	6 yrs.	7 yrs.	8 yrs. or more
Less than 18 months' high school training.....	24	-----	12.5	8.3	-----	4.1	4.1	4.1	62.5
18 months' high school training but not a high school graduate.....	62	6.4	8.1	8.1	9.7	6.4	6.4	1.6	53.2
High school graduate but less than 9 months' college training.....	65	17.0	12.3	6.1	1.5	4.6	4.6	1.6	52.3
9 months' college training or more.....	176	13.6	17.0	9.1	6.2	6.8	6.3	6.8	34.1

The median teacher with 9 months' college training or more has taught five years. During the five years he has taught in three different schools.

TABLE 15.—Rural Teachers in Schools Employing More Than Two Teachers, Classified on the Basis of Training and the Number of Schools Taught, Expressed in Per Cents

Training	Total number of teachers considered	Per cent of teachers who have taught in							
		One School	Two Schools	Three Schools	Four Schools	Five Schools	Six Schools	Seven Schools	Eight or more Schools
Less than 18 months' high school training.....	24	4.1	16.7	12.5	16.7	12.5	4.1	16.6	16.6
18 months' high school training but not a high school graduate.....	62	9.7	14.5	20.9	4.9	14.5	6.4	9.7	19.3
A high school graduate but less than 9 months' college training.....	65	24.6	18.5	20.0	9.2	10.8	1.5	1.5	14.0
9 months' college training or more.....	177	25.4	22.0	13.0	16.3	8.4	4.5	2.2	7.9

These data tend to show: First, that the better trained teachers are the younger teachers; second, that the poorly trained experienced teachers stay longer in one position than the better trained inexperienced teachers.

CONSECUTIVE YEARS IN PRESENT POSITION

1. *As shown by data obtained from educational literature.* Data were obtained for five Southern States. These data show that 63.2 per cent of the rural teachers are teaching their first year in their present position; 20.6 per cent are teaching their second year; 8.2 per cent are teaching their third year; 3.1 per cent are teaching their fourth year; and only 2.7 per cent are teachnig their fifth or more consecutive year in their present position.

TABLE 16.—Rural Teachers, According to Consecutive Years' Experience in Present Position¹

State	Total number of teachers considered	The number of teachers who have been in their present position				
		1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs. or longer
Louisiana.....	4844	2648	1006	489	239	462
Missouri.....	9883	6804	2071	860	180	149
Oklahoma.....	7923	4859	1492	541	304	-----
South Carolina.....	2023	1270	513	142	48	50
Tennessee.....	93	67	14	7	3	2
Total.....	24776	15648	5096	2039	774	663
Per cent.....	-----	63.2	20.6	8.2	3.1	2.7

¹ Obtained from Educational Literature (see footnote, page 26).

It is further observed that about 84 teachers out of every 100 change positions every two years, and 63 out of every 100 change every year. Less than 16 teachers in every 100 have been in their present positions longer than two years.

The data in the preceding table were converted into per cents and presented in another table. In this table the median per cent for each group of consecutive years is found and presented at the bottom of the table. The median per cent who have been in their present position only one year is 63; the median per cent who have been in their

TABLE 17.—Rural Teachers, According to Consecutive Years' Experience in Present Position, Expressed in Per Cents¹

State	Total number of teachers considered	The per cent of rural teachers who have taught in their present position				
		1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs. or more
Louisiana.....	4844	54.7	20.7	10.0	5.0	9.6
Missouri.....	9883	68.8	21.0	6.9	1.8	1.5
Oklahoma.....	7923	61.4	18.8	6.8	4.3	8.7
South Carolina.....	2023	63.0	25.0	7.0	2.3	2.4
Tennessee.....	93	72.0	15.1	7.5	3.2	2.1
Median.....	-----	63.0	20.7	7.0	3.2	2.4

¹ Obtained from Educational Literature (see footnote below).

present position two years is 20.7; the median per cent who have been in their present position three years is 7; the median per cent who have been in their present position four years is 3.2; and the median per cent who have been in their present position five years or longer is only 2.4. It will be observed that these medians do not vary widely from the per cents found in the preceding table.

2. *As shown by data obtained from personal interviews with six county superintendents.* From these six county superintendents data were obtained relative to the consecutive years in their present position for 601 rural teachers. These data were obtained by asking the county superintendent how many consecutive years each teacher had taught in the school he was then teaching, or had taught in

² The data composing the tables on consecutive years in present position were obtained from the following sources:

Alabama—An Educational Survey of Three Counties in Alabama.

Louisiana—State Superintendent's Report, 1916.

Missouri—The Status of Rural Education in the United States, by A. C. Monahan, Bulletin, 1913, number 8, page 38.

Oklahoma—A Guide to Better Schools, Duke, pages 51, 52.

South Carolina—The Status of Rural Education in the United States, A. C. Monahan, Bulletin, 1913, number 8, page 37.

Tennessee—A Personal Survey of Montgomery County, Tennessee, 1919.

1918-1919. The superintendent gave the number of years for each teacher individually. These are the most complete data that will be presented on this subject, for every teacher in these six counties was considered. In other words, it is the same as 100 per cent replies. Therefore they should be more reliable than the data obtained from either the educational literature or the questionnaires sent to rural teachers. These data have been put into two groups. One group includes data relating to teachers who were teaching in one- and two-teacher schools, and the other group includes data relating to teachers who taught in schools that employed more than two teachers. In the one- and two-teacher schools 71.8 per cent of the teachers were teaching

TABLE 18.—Teachers of One- and Two-Teacher Schools, According to Consecutive Years' Experience in Present Position¹

State	Total number of teachers considered	The number of teachers who have taught in their present position				
		1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs. or more
Alabama.....	51	42	6	2	-----	1
Arkansas.....	44	28	9	6	-----	1
Mississippi.....	30	23	7	-----	-----	-----
Missouri.....	103	67	23	7	3	3
Tennessee.....	131	98	24	6	2	1
Total.....	359	258	69	21	5	6
Per cent	-----	71.8	19.2	5.8	1.3	1.7

¹ Data obtained from six county superintendents.

their first year in their present position; 19.2 per cent were teaching their second year in their present position; 5.8 per cent were teaching their third year in their present position; and only 3 per cent had been in their present position four years or longer. It is observed that 91 per cent had been in their present position less than two years. In the larger schools conditions are not so bad, but they are bad enough. In these schools 62.2 per cent of the teachers were teaching their first year in their present position; 17.8 per cent were teaching their second year in their present position; 8.7 per cent were teaching their third year in their present position; 5 per cent were teaching their fourth year in their present position; and 5.4 per cent were teaching their fifth year or more.

TABLE 19.—Teachers of Rural Schools Employing More Than Two Teachers, According to Consecutive Years' Experience in Present Position¹

State	Total number of teachers considered	The number of teachers who have been in their present position				
		1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs. or more
Alabama.....	70	44	12	3	2	9
Arkansas.....	16	9	4	2	1	—
Mississippi.....	47	31	5	8	1	2
Missouri.....	45	22	12	4	7	—
Tennessee.....	64	47	10	4	1	2
Total.....	242	153	43	21	12	13
Per Cent.....	—	62.2	17.8	8.7	5.0	5.4

¹ Data obtained from six County Superintendents.

In larger schools 80 per cent of the teachers had been in their present positions less than two years as compared with 91 per cent in the one- and two-teacher schools, and more than twice as many teachers stay three consecutive years in one position as do in the smaller schools.

3. *As shown by data obtained from questionnaires sent to 3,226 rural teachers in the sixteen Southern States.* In all there are 725 replies considered. There are 396 replies from teachers of one- and two-teacher schools, and 329 replies from teachers in schools that employ more than two

TABLE 20.—Teachers of One- and Two-Teacher Schools, According to Consecutive Years' Experience in Present Position¹

State	Total number of teachers considered	Number of teachers who have been in their present position				
		1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs. or longer
Alabama.....	33	19	11	2	—	1
Arkansas.....	59	30	16	7	4	2
Florida.....	3	2	1	—	—	—
Kentucky.....	5	1	4	—	—	—
Louisiana.....	28	18	5	3	1	1
Maryland.....	46	24	9	3	1	9
Mississippi.....	8	6	1	1	—	—
Missouri.....	31	22	3	1	3	2
North Carolina.....	39	16	18	2	3	—
Oklahoma.....	5	3	1	1	—	—
South Carolina.....	32	24	5	2	1	—
Tennessee.....	32	20	6	1	4	1
Texas.....	18	11	5	1	—	1
Virginia.....	41	26	7	2	4	2
West Virginia.....	16	12	3	1	—	—
Total.....	396	224	95	27	21	19
Per Cent.....	—	59.1	24.0	6.8	5.3	5.0

¹ Obtained from Questionnaires.

teachers. These data are classified on the same basis as are the data in the above topic. In the one- and two-teacher schools 59.1 per cent of the teachers were teaching their first year in their present position; 24 per cent were teaching their second year in their present position; 6.8 per cent were teaching their third year in their present position; 5.3 per cent were teaching their fourth year in their present position; and 5 per cent were teaching their fifth year

TABLE 21.—Teachers of Rural Schools Employing More Than Two Teachers, According to Consecutive Years' Experience in Present Position¹

State	Total number of teachers considered	Number of teachers who have taught in their present position				
		1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs. or more
Alabama.....	33	14	7	2	1	9
Arkansas.....	25	11	2	7	2	3
Florida.....	6	4		1	1	
Kentucky.....	2	2				
Louisiana.....	39	22	10	3		4
Maryland.....	23	3	2	3	3	12
Mississippi.....	15	8	2		5	
Missouri.....	10	1	4		3	2
North Carolina.....	19	12	2	2	1	2
Oklahoma.....	12	8	2	1		1
South Carolina.....	41	22	12	2	1	4
Tennessee.....	11	7		2		2
Texas.....	31	14	9	2	3	3
Virginia.....	55	32	7	2	3	11
West Virginia.....	7	5	1	1		
Total.....	329	165	60	28	23	53
Per Cent.....		50.2	18.2	8.5	7.0	16.1

¹ Obtained from Questionnaires.

or more in their present position. In the larger schools 50.2 per cent were teaching their first year; 18.2 per cent were teaching their second year; 8.5 per cent were teaching their third year; 7 per cent were teaching their fourth year; and 16 per cent were teaching their fifth year or more. These data also tend to show that the tenure of teachers is longer in larger schools than in one- and two-teacher schools.

SUMMARY

A summary table giving the per cents expressed in the six preceding tables will probably be the most effective epitome that can be presented. This summary table shows a wide variation in the data obtained from the teachers and the data obtained from the county superintendents. In the per cent teaching their first year in their present position there is a difference of 21.6 per cent; in the per cent teaching their fifth or more years in their present position there is a difference of 14.4 per cent.

TABLE 22.—Summary Table Showing the Per Cent of Teachers that Fall in Each Group of Consecutive Years in Present Position, as Shown by the Different Tables

Number years in present position	Per cent shown in table 16 (1)	The median per cent shown by table 17 (1)	Per cent shown by table 20 (2)	Per cent shown by table 21 (2)	Per cent shown by table 18	Per cent shown by table 19
1 yr.-----	63.2	63.0	59.1	50.2	71.8	62.2
2 yrs.-----	20.6	20.7	24.0	18.2	19.2	17.8
3 yrs.-----	8.2	7.0	6.8	8.5	5.8	8.7
4 yrs.-----	3.1	3.2	5.3	7.0	1.3	5.0
5 yrs. or more	2.7	2.4	5.0	16.1	1.7	5.4

¹ Obtained from Educational Literature.² Obtained from Questionnaires.³ Obtained from six county superintendents.

Probably the figures that are most nearly representative of actual conditions are the medians derived from the summary table.

Medians Derived from the Above Table

Consecutive Years in Present Position Median Per Cents

One Year -----	63.1
Two Years -----	19.9
Three Years -----	7.6
Four Years -----	4.1
Five Years or more -----	3.85

These medians show that 63.1 per cent of the rural teachers were teaching their first year in their present position; 19.9 per cent were teaching their second year; 7.6 per cent were teaching their third year; 4.1 per cent were teaching their fourth year; and only 3.85 per cent were teaching their fifth year or more. These data all tend to show that the median rural teacher changes positions the first year and every two years thereafter.

THE GREATEST NUMBER OF CONSECUTIVE YEARS TAUGHT IN ANY ONE SCHOOL

This is another topic on which data were not available from educational literature. Of course county superintendents could not give this data in regard to all of their teachers. So only the data that were obtained from the questionnaires will be presented on this subject.

TABLE 23.—Teachers of One- and Two-Teacher Schools, According to the Greatest Number of Consecutive Years' Experience in Any Position¹

State	Total number of teachers considered	Teachers who have taught in some one position				
		1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs. or more
Alabama.....	33	10	18	1	2	2
Arkansas.....	64	10	26	12	6	10
Florida.....	3	1		1	1	
Kentucky.....	5	1	4			
Louisiana.....	28	10	6	6	5	1
Maryland.....	47	14	9	5	2	17
Mississippi.....	9	2	3	2	2	
Missouri.....	31	17	6	2	3	3
North Carolina.....	34	9	12	5	5	3
Tennessee.....	32	15	7	3	5	2
Texas.....	18	10	5	2		1
Virginia.....	38	19	9	4	3	3
West Virginia.....	17	10	3	2	1	1
Total.....	396	147	118	50	36	45
Per Cent.....		37.1	30.0	12.6	9.1	11.4

¹ Obtained from Questionnaires.

In one- and two-teacher schools 37.1 per cent of the teachers have never taught more than one year in any one school; 30 per cent have taught two consecutive years in one school; 12.6 per cent have taught three consecutive years in one school; 9.1 per cent have taught four consecutive years in one school; and only 11.4 per cent have taught as many as five consecutive years in one school.

TABLE 24.—Teachers of Rural Schools Employing More Than Two Teachers, According to the Greatest Number of Consecutive Years' Experience in Any Position¹

State	Total number of teachers considered	Number of teachers who have taught in some one position				
		1 yr.	2 yrs.	3 yrs.	4 yrs.	5 yrs. or more
Alabama.....	33	4	9	6	2	12
Arkansas.....	24	3	3	8	4	6
Florida.....	6		1	2	1	2
Kentucky.....	2	1	1			
Louisiana.....	39	14	10	7	2	6
Maryland.....	23	2	2	3	2	14
Mississippi.....	15	3	1	3	7	1
Missouri.....	10	1	2	1	2	4
North Carolina.....	19	6	5	4	1	3
Oklahoma.....	13	4	3	2		4
South Carolina.....	41	14	15	5	1	6
Tennessee.....	11	6			2	3
Texas.....	31	6	10	5	5	4
Virginia.....	55	19	11	6	5	14
West Virginia.....	7	3		1	2	1
Total.....	329	86	73	55	35	80
Per Cent.....		26.1	22.2	16.7	10.7	24.3

¹ Obtained from Questionnaires.

The median teacher in one- and two-teacher schools has taught only two consecutive years in any one school. In the larger schools 26.1 per cent have taught only one year in any one school; 22.2 per cent have taught two consecutive years in one school; 16.7 per cent have taught three consecutive years in one school; 10.7 per cent have taught four consecutive years in one school; and 24.3 per cent have taught five consecutive years or more in one school. The median for this group is three consecutive years. A

TABLE 25.—Showing the Per Cents Derived from the Two Preceding Tables

Consecutive years in one school	One and two-teacher schools	Larger schools
1	37.1	26.1
2	30.0	22.2
3	12.6	16.7
4	9.1	10.7
5 or more	11.4	24.3

comparison of these per cents brings out the fact that, comparatively speaking, more than twice as many teachers stay five consecutive years in the larger schools as do in the one- and two-teacher schools. It is further shown that more teach three and four consecutive years in the same school than do in the one- and two-teacher schools. In the larger schools more than one-half of the teachers have taught three consecutive years in one school, while in the one- and two-teacher schools less than one-third have taught as many as three consecutive years in one school. Here again the data tend to show that the tenure of teachers in the larger schools is longer than it is in the one- and two-teacher school.

THREE TYPES OF CHANGES MADE BY RURAL TEACHERS

The preceding data bring out the fact that rural teachers are constantly changing positions. The following question arises: Do teachers go from smaller to larger schools, from one school to another school the same size, or from larger schools to smaller schools? The data obtained from the questionnaires will shed some light on this question. In one- and two-teacher schools 18.8 per cent of the teachers changed from a smaller to a larger school; 52.8 per cent changed from one school to another school the same size; 28.4 per cent changed from a larger to a smaller school. The median teacher went to the same size school that he left. If going from a smaller school to a larger one is indicative of advancement, the median teacher in the one- and two-teacher schools is standing still.

TABLE 26.—Rural Teachers, Classified on the Basis of the Types of Changes They Made the Last Time¹

State	One and two-teacher schools			The larger schools		
	Smaller to larger school	One school to another same size	Larger to a smaller school	Smaller to larger school	One school to another same size	Larger to a smaller school
Alabama.....	9	11	7	27	2	3
Arkansas.....	15	27	13	19	3	1
Florida.....	-----	1	1	5	2	-----
Kentucky.....	-----	2	1	2	-----	-----
Louisiana.....	3	10	13	16	4	9
Maryland.....	5	14	10	15	1	1
Mississippi.....	1	4	4	9	1	3
Missouri.....	3	18	3	6	-----	-----
North Carolina.....	5	14	4	12	2	4
Oklahoma.....	2	2	1	7	1	2
South Carolina.....	3	9	11	17	4	9
Tennessee.....	2	19	9	7	2	-----
Texas.....	1	6	3	13	1	9
Virginia.....	8	11	4	29	3	5
West Virginia.....	-----	12	2	3	1	2
Total.....	57	160	86	187	25	50
Per Cent.....	18.8	52.8	28.4	71.3	9.6	19.2

¹ Obtained from Questionnaires.

In the larger schools 71.3 per cent of the teachers changed from a smaller to a larger school; 9.6 per cent changed from one school to another school the same size; and 19.2 per cent changed from a larger to a smaller school. The median teacher in this group changed from a smaller to a larger school. If these data are indicative of anything, it is that the teachers in the larger schools are more progressive than the teachers in the one- and two-teacher schools.

TENURE OF THE MEDIAN RURAL TEACHER

The median rural teacher in one- and two-teacher schools has taught four years in three different schools. He has been in his present position one year, but has taught two consecutive years in one of the three schools during his teaching experience. The last change he made was from one school to another school the same size.

The median rural teacher who taught in a school that employs more than two teachers has taught five years or longer. During this period he has taught in three different schools. He has been in his present position only one year, but has taught three consecutive years in one of the three schools in which he has taught. The last change he made was from a smaller to a larger school.

CONCLUSIONS

The data presented in this chapter seem to warrant three conclusions. First, the teaching life of the median rural teacher is short, not over four years; second, the median rural teacher is itinerant; he has not taught more than two consecutive years in one school; third, the tenure of rural teachers is improved by larger schools. The first two conclusions call forth two very pertinent questions: *Why do teachers leave the rural schools? Why do rural teachers change from one rural school to another rural school?* These two questions will be discussed in the next two chapters.

CHAPTER II

WHY TEACHERS LEAVE RURAL SCHOOLS

The fact that the teaching life of rural teachers is short has been pointed out in the preceding discussions. It was observed that the median teacher in one- and two-teacher schools did not teach longer than four years, and that the median teacher in the larger schools remained in the profession only five years. The question was raised: Why do the teachers leave the rural schools? Various educators have expressed their views in trying to answer this question, but no one seems to have tried to answer it by making a scientific investigation of the subject. A number of dogmatic statements by educators were found, but not one presented data as a basis for his deductions. Each writer seems to have answered this question to his own satisfaction, and the masses seem to accept the answers given.

REASONS GIVEN BY VARIOUS EDUCATORS

The following excerpts present concisely the types of discussions found in educational literature in regard to why teachers leave the rural schools:

"First, where teachers can secure living accommodations, they can do so only at such high cost that they cannot afford to teach for the small salaries which they are paid; second, in a great many communities teachers cannot get living accommodations 'for love or money;' third, in some communities the homes which would board the teachers are not desirable places for them to stay."

(L. J. Hanifan, *Teachers' Cottages*, West Virginia School Journal, page 394, May, 1918.)

"Lack of proper boarding places for teachers is, in many communities, the only and fundamental reason why the school is in a backward, starved condition. Salary of teachers or equipment of school building cannot offset this handicap."

(Mary B. Flemington, *The Teachers' Boarding Place*, School Board Journal, 50, page 18.)

"In rural communities settled by Americans many difficulties face almost every teacher as regards her boarding place. It is hard to discipline, in school, the children at whose home the teacher stays, if the parents are lax. School difficulties are discussed at the table by the parents and children, the parents often passing on the teacher's ability

or decisions before the children. The teacher must take the responsibility of getting herself and the children to school on time in the morning. The teacher has a cold room and no place to study; she often must share her room and even her bed with one or two members of the family. The houses are poorly ventilated; many of them screw on the storm windows with no ventilating opening, in the fall, for winter. The food is often heavy and greasy, intended for the men who do outside work. This, with exposure in all kinds of weather, and many other hardships, face the rural teacher who must live at some home near the school she is hired to teach."

(Mary B. Flemington, School Board Journal, 50, page 18.)

"Many young teachers begin in the country schools to get the experience necessary to secure a better position in the cities. They frequently use teaching as a stepping-stone to some other occupation. Often the young girl graduating from the high schools, the normals, and other higher institutions of learning teaches several years until she marries."

(A. C. Burkholder, The Rural Schools of Hayes County, Texas, The Normal School Bulletin, 7, pages 23, 24, February, 1918.)

"The main causes for the short tenure of office in this area, as well as in the rural schools elsewhere in Texas, may be summarized as follows: Many young teachers, ambitious to teach in the city, regard the country schools as mere practice schools, where they may get the training in experience necessary to fit themselves for city positions, and, consequently, at first opportunity leave the country and take work in the city. Many teachers who would otherwise remain in the country find it impossible to do so because of social isolation, undesirable boarding places, small salaries, and poor school equipment. Most persons using teaching as a temporary employment, or stepping-stones to something else, are in the country and village schools. These consist, for the most part, of young men preparing for law, medicine, and the ministry, and of young women teaching until they marry."

(E. E. Davis, A Study of Rural Schools in Travis County, Texas, University of Texas Bulletin, No. 67, page 39, December, 1916.)

"The teacher of the one-room school has an average of thirty daily recitations; and she is 'inspected,' rather than visited or supervised, by the county superintendent from one to three times a year; perhaps more than four-fifths are their own janitors, and nearly all must walk from half a mile to two miles or more on a winter's morning to build

their fires in a cold school building; suitable boarding places are becoming more difficult to secure each year; and the formidable disadvantages are constantly forcing the best teachers into the city systems."

(Arp, *Rural Education and the Consolidated School*, pages 146, 147.)

"Country districts usually experience some difficulty in securing and retaining well-qualified, successful teachers. The chief reasons are: Unsatisfactory rooming and boarding places for teachers, low salaries, too many classes, poorly heated and ventilated buildings, unattractive grounds, lack of equipment, no janitor, irregular attendance, terms too short, too much exposure, little or no chance for self-improvement, little or no chance to attend church, too few agreeable companions, too few lectures, entertainments, books, magazines, and newspapers."

(Wilkinson, *Rural School Management*, page 397.)

The reasons given by the various educators may be summarized as follows: Unsatisfactory rooming places, low salaries, too many classes, poorly heated and ventilated buildings, unattractive grounds, lack of equipment, no janitor, irregular attendance, short terms, too much exposure, little or no chance of self-improvement, little or no chance to attend church, too few agreeable companions, nothing for entertainment, desire to get into some other profession, to get married, and to get into a city school system.

Six out of the seven educators quoted, mentioned unsatisfactory boarding places, four mentioned salary, and none of the other reasons is mentioned by more than two. Thus, it seems evident to those who have considered the question of tenure of rural teachers, that poor boarding places and low salaries are the principal reasons why teachers leave the rural schools.

REASONS AS SHOWN BY DATA OBTAINED FROM SIX COUNTY SUPERINTENDENTS

The reasons given by these educators appear perfectly sound, but they seem to be based on nothing more than personal opinion. They have presented no data to back their statements. While making this study, six county superintendents in five different states were visited. In each county the county superintendent was asked to take his list of teachers who taught in his county in 1917-1918 and check those teachers who did not teach in his county in 1918-1919. Each name marked was then considered separately, and the county superintendent was asked why he did not teach

in 1918-1919. If the superintendent did not know, the name was checked under the item: "Quit teaching, no reason known."

In the six counties there were 601 white teachers teaching in the rural schools in 1917-1918. In 1918-1919, 253, or 42.1 per cent, of the same 601 teachers were not teaching in the rural schools of those six counties.

The reasons given by the six county superintendents why these 253 teachers left the rural schools are presented in the following table:

Reasons Why 253 Teachers Left the Rural Schools¹

Reasons	Number of teachers	Per cent
1. To go into a city system.....	10	3.95
2. To improve their education.....	6	2.37
3. To get into something more remunerative.....	60	23.71
4. To get married.....	55	21.74
5. To assume home duties.....	4	1.58
6. To quit teaching, no reason known.....	19	7.51
7. To go into another county.....	44	17.36
8. To go into the military service.....	42	16.60
9. Inability to get a position.....	7	2.77
10. Ill health.....	4	1.58
11. Death.....	2	.79
Total.....	253	-----

¹ Obtained from six County Superintendents.

This survey is not extensive enough to warrant stating definitely that the reasons given in the above table are the only ones that tend to drive the teachers out of the rural schools, but the results obtained are probably indicative of what would be found if every county superintendent in the United States were interviewed on the same subject, in the same manner. A comparative study of the data secured in these six counties seems to show that the data from any one county are indicative of what will be found in any other county.

The above table tends to show four outstanding reasons why teachers leave the rural schools; namely, "to get into something more remunerative," "to get married," "to go into another county," and "to go into the military service." There are in all eleven reasons given; they range in order of importance from 23.71 per cent to .79 per cent. However, only the four outstanding ones will be discussed here. These four reasons include 79.41 per cent, or nearly four-fifths, of the teachers who quit. In other words, four-fifths of the rural teachers quit teaching "to get into something more remunerative," "to get married," "to go into

another county," or "to go into the military service." Now that the last-mentioned reason is eliminated by the cessation of the World War, there seem to be but three about which rural school administrators need to worry. And since it would not be advisable to eliminate the second, there seem to be but two left. However, the second might be eliminated to an extent, but not through discouraging marriages. The third reason may be partly overcome by better salaries, but it is likely that some of the teachers who go to other counties are those whom the county superintendent is not anxious to retain. Finally, the one big problem is to devise some plan whereby a greater revenue will come into the coffers of the rural school system. The rural teachers and the county superintendents must awaken the people to the realization of the fact that the rural schools will never function properly until adequately financed; that an efficient teaching corps with a degree of permanency cannot be had until their incomes are sufficient to secure for them the necessities of life and some of the ordinary pleasures which are so essential to one's success. A teacher is automatically placed in a class of a high consumptive capacity, but his income is so meager that he is either forced to lower his standard of living or else seek a more remunerative position. He usually does the latter, as has just been pointed out through the preceding data. Higher salaries will also induce more men to become rural teachers, and therefore the per cent of teachers who quit to get married will likely be reduced.

The graph below points out very tersely the order of importance of reasons why teachers leave the rural schools:

A Distribution of the Reasons Why Teachers Left the Rural Schools

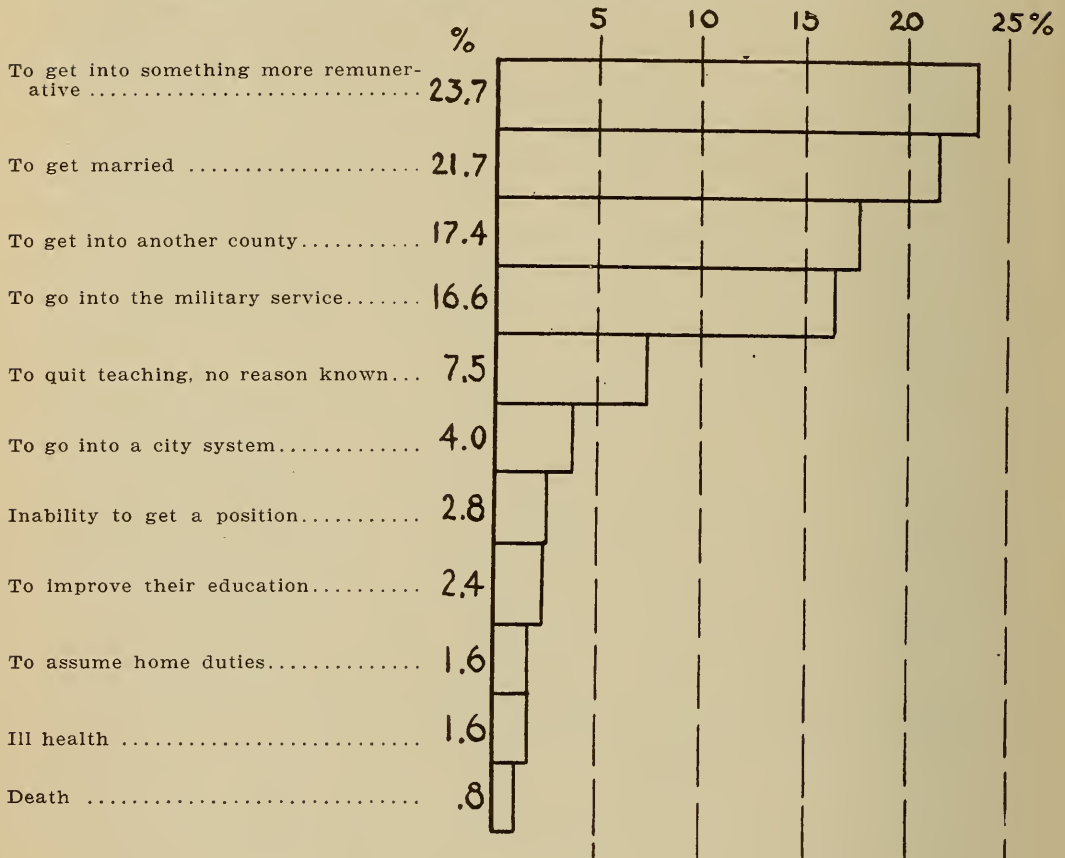


Fig. 3

REASONS GIVEN BY TEACHERS THEMSELVES

In order that an expression from the teachers might be given, the questionnaire on the following page was handed to *sixty* city teachers who have at some time taught in the rural schools. They checked the reasons that are shown in the table below. It is observed that 49, or more than 81 per cent, of the 60 checked "better salary," and that 17, or 28.3 per cent, checked it as the principal reason for leaving the rural schools; 42, or 70 per cent, checked "term was too short;" 41, or 68.3 per cent, "too many classes to teach." These three reasons stand out prominently as the reasons given by teachers for leaving the rural schools. From these replies it is further shown that a low salary is the principal cause that forces teachers to leave the rural

schools. The other two reasons, in order of importance, are: "Short term" and "too many classes to teach." Both of which may be partially, if not wholly, solved by more money. Then it may still be stated that more money is the essential thing for the solution of the problem. It will give better salaries; it will give a longer term; it will make possible a system of consolidation that will reduce the number of classes that one person has to teach.

It is a striking fact that not a single county superintendent gave "unsatisfactory boarding place" as the reason why teachers left, only four of the teachers checked it, and but one of them checked it twice. In the minds of the educators quoted at the first of this chapter, an unsatisfactory boarding place is one of the first reasons why efficient teachers cannot be had and kept in the rural schools. This is shown by the fact that six out of the seven gave "unsatisfactory boarding place," and it is the only reason that is mentioned by as many as six. No doubt this is a problem to be solved by rural teachers and rural school administrators, but laying so much stress on it is questionable when there are other reasons which appear to be much more vital.

The question of why teachers leave the rural schools is closely related to the question of why teachers change from one rural school to another. The latter question will be discussed in the next chapter, and will, no doubt, shed some light on the question just discussed.

A Copy of the Questionnaire That Was Handed to the Sixty City Teachers
Who Have, at Some Time, Taught in Rural Schools

Please check (X) the five items that influenced you most to leave the rural schools. Check twice (XX) the one item of the five that influenced you most. *Don't check more than five. Read all the items before checking any.*

1. Difficult to get to school.
2. Nothing to do during Saturday and Sunday.
3. Too few agreeable companions.
4. Community gossip.
5. Factions in school district.
6. Patrons took no interest in the school.
7. The children were hard to discipline.
8. The children were slow in learning.
9. Too many classes to teach.
10. Work was too hard.
11. To get into a graded school.
12. To get into a larger school.
13. Irregular attendance.
14. Term was too short.

15. Better salary.
16. Boarding place was unsatisfactory.
17. Had no place to entertain my friends.
18. Boarding place was too far from school.
19. Too much exposure.
20. Had to do my own janitor work.
21. Community health conditions undesirable.
22. Principal wasn't agreeable.
23. Poor school building.
24. Poor equipment for the school.
25. Poor playgrounds.
26. Little chance for self-improvement.
27. So I could attend a church of my own denomination.
28. To be closer home.
29. Don't think a teacher should stay too long in one place.
30. Difficult to get laundrying done.
32. Had planned to quit teaching, and when I decided to teach again, my old school was taken.
33. Any reason not mentioned. Make this one of the five, if checked.

Have you checked only five?-----

Have you checked one twice?-----

Reasons Given by Sixty City Teachers Why They Left the Rural Schools¹

Reasons	No. X	No. XX	Total	Per cent
1. Difficult to get to school-----	5	1	6	10
2. Nothing to do during Saturday and Sunday-----	2	-----	2	3.3
3. Two few agreeable companions-----	10	-----	10	16.6
4. Community gossip-----	1	1	2	3.3
5. Factions in school district-----	5	-----	5	8.3
6. Patrons took no interest in the school-----	4	-----	4	6.6
7. Too many classes to teach-----	37	4	41	68.3
8. Work was too hard-----	7	1	8	13.3
9. To get into a graded school-----	11	4	15	25
10. To get into a larger school-----	16	4	20	33.3
11. Irregular attendance-----	9	-----	9	15
12. Term was too short-----	35	7	42	70
13. Better Salary-----	32	17	49	81.6
14. Boarding place was unsatisfactory-----	3	1	4	6.6
15. Had no place to entertain my friends-----	1	-----	1	1.6
16. Boarding place was too far from school-----	5	-----	5	8.3
17. Too much exposure-----	6	-----	6	10
18. Had to do my own janitor work-----	6	-----	6	10
19. Community health conditions undesirable-----	2	1	3	5
20. Poor school building-----	8	-----	8	13.3
21. Poor equipment for the school-----	20	-----	20	33.3
22. Poor playgrounds-----	1	-----	1	1.6
23. Little chance for self-improvement-----	17	12	29	48.3
24. To be closer home-----	13	2	15	25
25. To get a longer contract-----	5	1	6	10
26. Ambitious to advance in the profession-----	1	2	3	5

¹ Per cent is based on number of teachers.

CHAPTER III

WHY TEACHERS CHANGE FROM ONE RURAL SCHOOL TO ANOTHER RURAL SCHOOL

REASONS WHY RURAL TEACHERS CHANGE POSITIONS, AS GIVEN BY SIX COUNTY SUPERINTENDENTS

1. *Why teachers in one- and two-teacher schools change.* According to the data obtained from county superintendents, there are three outstanding reasons why rural teachers in one- and two-teacher schools change positions. They are: "Better salary," "to be closer home," and "patrons didn't like him." "Better salary" influenced 42.4 per cent of these teachers to change positions the last time; "to be closer home" influenced 27.4 per cent of them to change; and dissatisfaction among the patrons influenced 17.2 per cent of them to change. There are three other reasons that may be considered here of minor importance, according to the viewpoints of the county superintendents. These three range in importance, as to the number of teachers they affected, from 5.4 per cent to 9.6 per cent. They are in order of importance: "Changed by the county superintendent," 9.6 per cent; "to get into a larger school," 6.4 per cent; and "had planned to quit teaching, and when I decided to teach again, my old school was taken," 5.4 per cent. No other reason mentioned influenced more than 3 per cent of the teachers in this group to change, and none of them was given as the most important reason why so high a per cent changed.

It will be observed that 13 reasons were given by the county superintendents as the "most important" reason why teachers in this group changed positions. These vary in importance from .5 per cent to 38.7 per cent. Here again "better salary," "to be closer home," and "patrons didn't like him" are the outstanding reasons why teachers changed positions. Taken together, they were the *principal*¹ reasons why 79.1 per cent of them changed. "Better salary" was the *principal* reason for 38.7 per cent of the changes, "to be closer home" was the *principal* reason for 23.7 per cent of the changes, and "patrons didn't like him" was the *principal* reason for 16.7 per cent of the changes. The three minor reasons mentioned above were the three *principal* reasons for 13.4 per cent of the changes. They

¹ The word *principal* used to modify reasons means the one reason that was the most important in effecting a change.

rank in importance as follows: Superintendent changed 6.4 per cent; 3.8 per cent did not decide to teach again until after their old school was taken; and 3.2 per cent changed to get into a larger school.

TABLE 1.—Reasons Why Teachers of One- and Two-Teacher Schools Changed Positions the Last Time¹

Reasons	Grand Total	Reasons checked (XX)				Reasons checked (X)				Per cent of teachers affected by each reason.	Importance of the principal reasons expressed in per cent.
		Alabama	Arkansas	Mississippi	Missouri	Tennessee	Alabama	Arkansas	Mississippi	Missouri	Tennessee
1. Difficult to get to school.....	1									1	.5
2. Nothing to do Saturday and Sunday.....											
3. Too few agreeable companions.....	1									1	.5
4. Community gossip.....											
5. Factions in the school district.....	6		1				1			4	3.2
6. Patrons took no interest in school.....	3						3				1.6
7. Children were hard to discipline.....											
8. Children were slow in learning.....											
9. Too many classes to teach.....	2		1							1	1.1
10. Work was too hard.....	2						2				1.1
11. To get into a graded school.....	5	4			1						2.6
12. To get into a larger school.....	12	3	1			2	1	1		4	6.4
13. Irregular attendance.....	5				2	2				3	2.6
14. Term was too short.....	2					1				1	1.1
15. Better salary.....	79	3	8	1	49	11	1	1	3	2	42.4
16. Boarding place was unsatisfactory.....	1						1				.5
17. No place to entertain my friends.....											
18. Boarding place too far from school.....											
19. Too much exposure.....											
20. Had to do my own janitor work.....	1						1				.5
21. Community health conditions poor.....	1						1				.5
22. Principal wasn't agreeable.....	1									1	.5
23. Poor school building.....	2						2				1.1
24. Poor equipment for the school.....	1						1				.5
25. Poor playgrounds.....											
26. Little chance for self-improvement.....											
27. So I could attend a church of my own denomination.....											
28. To be closer home.....	51	6	5	6	11	16	1		4	2	27.4
29. Don't think a teacher should stay too long in one place.....	4	1		1						2	2.1
30. Difficult to get laundering done.....											
31. To get a longer contract.....											
32. Had planned to quit teaching and when I decided to teach again my old school was taken.....	10	1		2		4		1		2	5.4
33. To get away from home.....											
34. Changed by the county superintendent.....	18	1	1	3	1	7	1		1	3	9.6
35. To be nearer town.....	1				1						.5
36. My school was consolidated.....											
37. Patron's didn't like him.....	32	1	2	3	6	19				1	17.2
38.											
39.											
40.											

¹ Obtained from County Superintendents.

According to county superintendents, there are six reasons to which 92.5 per cent of the changes made in one- and two-teacher schools are due. They are, in order of importance: "Better salary," "to be closer home," "patrons didn't like him," "changed by the county superintendent," "had

planned to quit teaching, and when I decided to teach again, my old school was taken," and "to get into a larger school."

The most significant deduction to be made from these data is that 79.1 per cent of the changes made in these schools are due to the first three reasons named above.

2. *Why teachers in schools that employ more than two teachers change.* According to the data there are four outstanding reasons which influenced the teachers in this group to change positions. The first two, "better salary" and "to be closer home," are identical with the first two reasons that influenced more of the teachers who teach in one- and two-teacher schools. The other two reasons, in order of importance, are: "To get into a graded school," "to get into a larger school." The last one of the four is one of the minor reasons mentioned in the other group. In this group with more than two teachers in a school, "better salary" influenced 36.9 per cent of the teachers; "to be closer home" influenced 31.1 per cent; "to get into a graded school" influenced 18.9 per cent; and "to get into a larger school" influenced 16.4 per cent. There are two other reasons that may be considered as minor reasons. 7.4 per cent were influenced by their patrons not liking them, and the county superintendent changed 5.7 per cent. No other one reason influenced more than 3.3 per cent of them.

TABLE 2.—Reasons Why Teachers of Rural Schools that Employ More Than Two Teachers Changed Positions the Last Time¹

Reasons	Grand Total	Reasons checked (XX)				Reasons checked (X)				Per cent of teachers affected by each reason.	Importance of the principal reasons expressed in per cent.	
		Alabama	Arkansas	Mississippi	Missouri	Tennessee	Alabama	Arkansas	Mississippi			Missouri
1. Difficult to get to school.....												
2. Nothing to do Saturday and Sunday.....						1						
3. Too few agreeable companions.....												
4. Community gossip.....	1										.8	.8
5. Factions in the school district.....	1			1							.8	.8
6. Patrons took no interest in school.....	3							2		1	2.5	
7. Children were hard to discipline.....												
8. Children were slow to learn.....												
9. Too many classes to teach.....												
10. Work was too hard.....	4									4	3.3	
11. To get into a graded school.....	23	10	1	2	2	4	1		2	1	18.9	15.6
12. To get into a larger school.....	20	5	1	5		3	1	4		1	16.4	11.4
13. Irregular attendance.....												
14. Term was too short.....	1						1				.8	
15. Better salary.....	45	3	10	14	4	4	7		2	1	36.9	28.7
16. Boarding place was unsatisfactory.....	1							1			.8	
17. No place to entertain my friends.....									1		.8	
18. Boarding place too far from school.....	1								1		.8	
19. Too much exposure.....	1								1		.8	
20. Had to do my own janitor work.....												
21. Community health conditions poor.....												
22. Principal wasn't agreeable.....												
23. Poor school building.....	3	1							2		2.5	.8
24. Poor equipment for the school.....	3								2		2.5	
25. Poor playgrounds.....	1								1		.8	
26. Little chance for self-improvement.....												
27. So I could attend a church of my own denomination.....												
28. To be closer home.....	38	13		4	13	5		3			31.1	28.7
29. Don't think a teacher should stay too long in one place.....	2			1		1					1.6	1.6
30. Difficult to get laundering done.....												
31. To get a longer contract.....												
32. Had planned to quit teaching and when I decided to teach again my old school was taken.....	4	1		1		2					3.3	3.3
33. To get away from home.....	2	1					1				1.6	1.8
34. Changed by the county superintendent.....	7	3								4	5.7	2.5
35. To be nearer town.....												
36. My school was consolidated.....	1								1		.8	
37. Patrons didn't like him.....	9	4		2	1			2			7.4	5.7
38. Give my children better opportunities.....	1	1									.8	.8
39.												
40.												

¹ Obtained from County Superintendents.

Twelve principal¹ reasons were given why the teachers in this group changed positions the last time. These reasons vary in importance from .8 per cent to 28.7 per cent. The four outstanding reasons mentioned in the preceding paragraph are also the four outstanding *principal* reasons

¹ The word *principal* used to modify reasons means the one reason that was the most important in effecting a change.

why teachers in this group change positions. These four reasons were the *principal* things that caused 84.4 per cent of the teachers in this group to change. "Better salary" was the *principal* reason why 28.7 per cent changed; "to be closer home" was the *principal* reason why 28.7 per cent changed; "to get into a graded school" was the *principal* reason why 15.6 per cent changed; and "to get into a larger school" was the *principal* reason why 11.4 per cent changed. The two minor reasons mentioned were the *principal* reasons why 8.2 per cent changed. "Patrons didn't like them" was the *principal* reason why 5.7 per cent changed; and the county superintendent changed 2.5 per cent. Again six things constitute the *principal* reasons why more than 92 per cent of the rural teachers changed positions, and it is a most significant fact that five of these things are identical in both groups. The two reasons that are not identical are: "To get into graded school," which is in the second group, but not in the first; "had planned to quit teaching, and when I decided to teach again, my old school was taken," which is one of the six in the first group, but not in the second. Although this last-named reason does not come in as one of the six mentioned in the second group, it does rank higher as a *principal* reason than "changed by the county superintendent." Thus, by adding one more reason in each group so as to have seven identical things, it is observed that these seven reasons are the *principal* causes for more than 95 per cent of all the changes that are made in the rural schools in either or both groups.

A very effective graphic comparison of the importance of each principal reason in each group is given below.

AN EXPLANATION OF THE GRAPH

The black bars present the principal reasons why the teachers of one- and two-teacher schools changed positions the last time. The white bars present the principal reasons why the teachers of schools that employ more than two teachers changed positions the last time. The per cents

show the per cent of the whole number of teachers that each reason influenced most.

Per Cent of Changes Due to Each Reason, as Shown by the Principal Reasons Given by County Superintendents

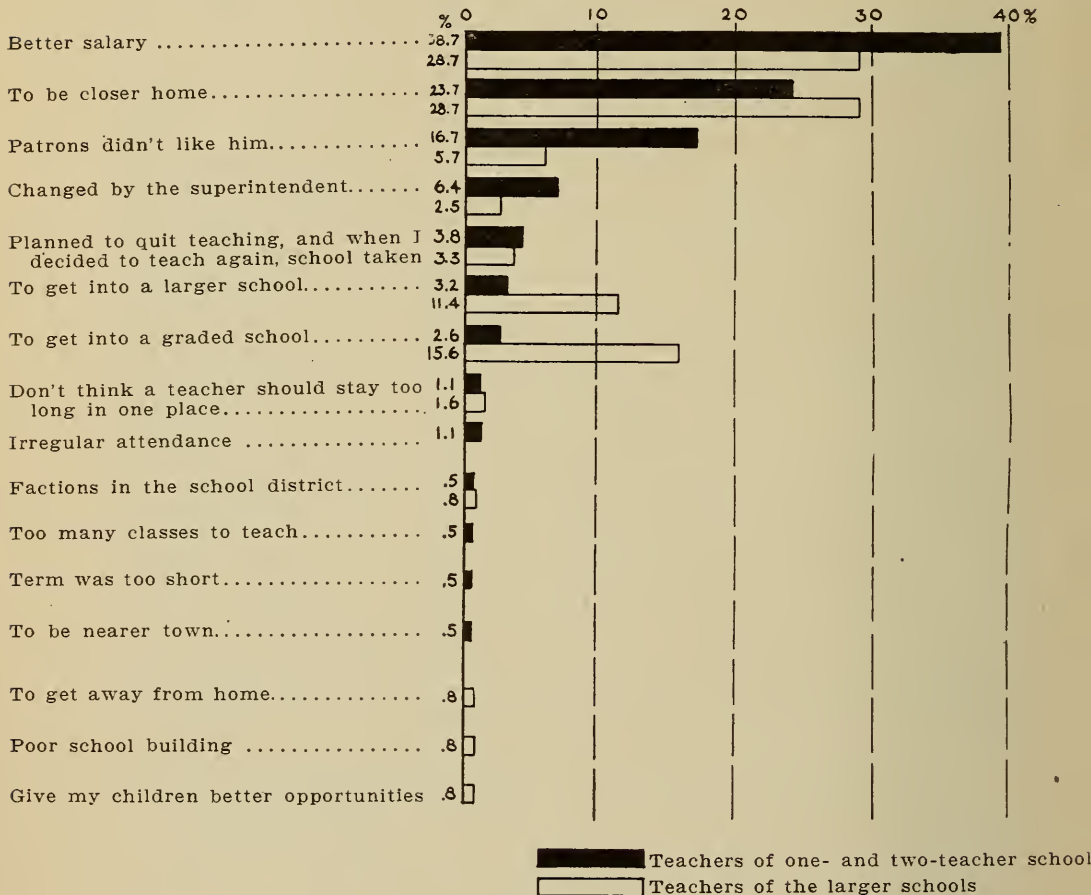


Fig. 4

"Better salary" caused a greater per cent of changes in the one- and two-teacher schools than in the larger schools. "To be closer home" did not cause as large a per cent of changes in the one- and two-teacher schools as it did in the larger schools. "Patrons didn't like him" caused a much larger per cent of changes in the one- and two-teacher schools than it did in the larger schools. This may indicate that the teachers in the smaller schools are not so well qualified and therefore not so efficient as the teachers in the larger schools, and it was pointed out in chapter I that they have not had as much experience. A larger per cent of the teachers of one- and two-teacher schools were changed by the county superintendents than were in the larger schools.

Practically the same per cent in both groups had planned to quit teaching, and when they decided to teach again, their old schools were taken. "To get into a larger school" influenced a very small per cent in the one- and two-teacher schools, but in the larger schools it was quite an important reason for changes. It is perfectly natural that this reason would vary in importance in these two groups. In the one- and two-teacher schools there can be but little changing from a smaller to a larger school, and in chapter I it was pointed out that there are very few such changes made in this group. On the other hand, it was pointed out in chapter I that more than 71 per cent of the teachers in the larger schools went from a smaller school to a larger one. "To get into a graded school" affected a very small per cent in the one- and two-teacher schools. Of course nothing else would be expected, for most of the smaller schools are not graded. In the larger schools it was quite an important reason. The per cent of teachers influenced to change by other reasons is about the same in both groups. In fact, a very small per cent in either group seem to be influenced by either of the other reasons.

The graph shows very concisely the importance of each reason in each group and makes a striking comparison of each reason in both groups. In the first group 79 per cent of the changes are due to three causes; in the second group 84 per cent of the changes are due to four causes.

The most important deduction that might be made from the graph is that the teachers in the larger schools seem to be giving more satisfactory services than the teachers in the smaller schools.

CONCLUSIONS

The data obtained from county superintendents seem to justify the following conclusions: First, seven things constitute the principal reasons to which over 95 per cent of the changes in all of the rural schools are due; second, the better qualified and more experienced teachers are found in the larger schools; third, the progressive teacher does not stay in the one- and two-teacher schools long, but changes to a larger school; fourth, there is more dissatisfaction in regard to the teacher among the patrons of one- and two-teacher schools than among the patrons of larger schools; fifth, three times as many teachers were failures and disliked by the patrons of one- and two-teacher schools as were failures and disliked by patrons of the larger schools.

REASONS GIVEN BY RURAL TEACHERS WHY THEY CHANGE POSITIONS

1. *Why teachers in one- and two-teacher schools changed.* The results obtained from the questionnaires sent to the rural teachers show that there are three reasons, each of which was checked by more than 30 per cent of the teachers in one- and two-teacher schools. "Better salary" was checked by 55 per cent; "too many classes to teach" was

TABLE 3.—The Number of Teachers in One- and Two-Teacher Schools, by States, Who Checked Each Reason Once (X)¹

Reasons	Total	Alabama	Arkansas	Florida	Kentucky	Louisiana	Maryland	Mississippi	Missouri	North Carolina	Oklahoma	South Carolina	Tennessee	Texas	Virginia	West Virginia
1. Difficult to get to school.....	47	6	15	---	1	2	6	2	4	2	1	---	2	---	2	4
2. Nothing to do Saturday and Sunday.....	33	3	4	2	1	4	4	1	3	2	1	4	2	2	---	---
3. Too few agreeable companions.....	35	2	4	---	---	4	4	1	1	5	1	3	7	---	1	2
4. Community gossip.....	44	5	10	---	---	2	2	2	4	5	---	5	3	2	3	1
5. Factions in the school district.....	40	4	11	---	---	5	2	3	5	2	1	3	1	1	2	---
6. Patrons took no interest in school.....	92	8	17	2	1	5	7	5	4	8	2	5	10	7	6	5
7. Children were hard to discipline.....	35	3	5	---	---	1	7	1	1	4	---	5	---	3	2	3
8. Children were slow to learn.....	21	---	1	---	---	1	3	---	---	4	---	4	2	---	3	3
9. Too many classes to teach.....	117	14	22	1	1	5	5	5	9	8	1	9	12	8	12	5
10. Work was too hard.....	22	2	4	---	1	2	1	---	2	2	---	2	---	1	4	1
11. To get into a graded school.....	38	---	7	---	---	---	6	---	4	3	---	2	3	4	7	2
12. To get into a larger school.....	34	6	6	---	---	6	1	---	2	3	---	---	4	4	1	1
13. Irregular attendance.....	60	5	12	1	---	3	3	1	3	10	---	---	7	4	1	5
14. Term was too short.....	72	5	17	1	1	6	1	---	3	11	---	12	---	8	6	1
15. Better salary.....	137	15	20	1	2	13	10	7	13	13	1	10	10	6	11	5
16. Boarding place was unsatisfactory.....	28	1	2	---	---	7	1	---	2	4	1	3	4	---	2	1
17. No place to entertain my friends.....	10	3	1	---	---	3	1	---	1	---	---	---	1	---	---	---
18. Boarding place too far from school.....	31	1	3	---	---	2	3	1	5	6	---	2	2	2	2	2
19. Too much exposure.....	35	3	5	---	1	4	5	2	2	4	---	1	4	---	2	2
20. Had to do my own janitor work.....	71	7	12	---	---	3	10	1	8	6	---	3	7	1	1	2
21. Community health conditions poor.....	7	---	1	---	---	2	---	---	1	1	---	---	2	---	---	---
22. Principal wasn't agreeable.....	7	2	1	---	1	1	---	---	---	---	---	---	1	---	---	1
23. Poor school building.....	56	3	14	---	1	4	2	2	6	6	---	4	3	4	6	1
24. Poor equipment for the school.....	77	7	13	---	---	4	5	3	9	5	2	8	7	4	5	5
25. Poor playgrounds.....	22	1	5	---	---	2	---	---	2	2	---	2	---	2	4	4
26. Little chance for self-improvement.....	74	7	10	2	1	8	7	1	7	1	---	7	9	4	4	6
27. So I could attend a church of my own denomination.....	11	2	4	---	---	2	1	---	1	---	---	---	---	1	---	---
28. To be closer home.....	46	4	9	---	2	2	4	3	4	6	---	4	1	2	3	2
29. Don't think a teacher should stay too long in one place.....	22	2	3	---	---	1	1	---	4	4	---	1	1	---	3	2
30. Difficult to get laundering done.....	5	2	---	---	---	---	---	---	---	---	---	1	---	1	1	---
31. To get a longer contract.....	33	3	6	---	1	1	1	---	1	2	---	9	4	1	3	1
32. Had planned to quit teaching and when I decided to teach again my old school was taken.....	11	1	3	---	---	1	1	4	---	1	---	---	---	---	---	---

¹ From Questionnaires.

checked by 40 per cent; and "patrons took no interest in the school" was checked by 30.7 per cent. There are five reasons, each of which was checked by more than 20 but less than 30 per cent of the teachers. "Term was too short" was checked by 24.8 per cent; "little chance for self-im-

provement" was checked by 23.7 per cent; "poor equipment for the school" was checked by 23.2 per cent; "to be closer home" was checked by 21.2 per cent; and "had to do my own janitor work" was checked by 20.4 per cent. Eleven of the other reasons were each checked by more than 10 per cent but less than 20 per cent. The other thirteen reasons were each checked by less than 10 per cent of the teachers.

There were twenty-nine of the thirty-two reasons checked twice. They vary in importance from .4 per cent to 22.2 per cent. "Better salary" was the principal cause of 22.2

TABLE 4.—The Number of Teachers in One- and Two-Teacher Schools, by States, Who Checked Each Reason Twice (XX)¹

Reasons	Total	Alabama	Arkansas	Florida	Kentucky	Louisiana	Maryland	Mississippi	Missouri	North Carolina	Oklahoma	South Carolina	Tennessee	Texas	Virginia	West Virginia
1. Difficult to get to school.....	7	1	1				1					1			2	1
2. Nothing to do Saturday and Sunday.....	1	1														
3. Too few agreeable companions.....	6					2							1	1	2	
4. Community gossip.....	9	1	1				2		1	2			1		1	
5. Factions in the school district.....	5	1	2							1			1			
6. Patrons took no interest in school.....	18	1	3				2	1	3		1	1	1	1	3	2
7. Children were hard to discipline.....	7	1	1				1		2				2			
8. Children were slow in learning.....	1												1			
9. Too many classes to teach.....	26		7			2	1	1		3		3	2	3	3	1
10. Work was too hard.....	3	1				1				1					1	
11. To get into a graded school.....	7		2				1							1	1	2
12. To get into a larger school.....	7		1					1		1			2	1	1	
13. Irregular attendance.....	6				1		1			1	1	1	1		1	
14. Term was too short.....	17	1	6				1		1		3		2	3		
15. Better salary.....	60	5	14	2	1	3	3	1	8	2	1	3	5	4	5	3
16. Boarding place was unsatisfactory.....	4		1									1	1	1		
17. No place to entertain my friends.....																
18. Boarding place too far from school.....	2	1							1							
19. Too much exposure.....	4	1	1						1							1
20. Had to do my own janitor work.....	2	1					1		1							
21. Community health conditions poor.....																
22. Principal wasn't agreeable.....	4						1	1			1				1	
23. Poor school building.....	6					1	1	1								2
24. Poor equipment for the school.....	6						1		2	1			1	1		
25. Poor playgrounds.....	3	2												1		
26. Little chance for self-improvement.....	11				1	2		1	2	1			2	1		1
27. So I could attend a church of my own denomination.....	1				1											
28. To be closer home.....	30		1			2	11		5	4			1		6	
29. Don't think a teacher should stay too long in one place.....	3		1							1	1					
30. Difficult to get laundering done.....																
31. To get a longer contract.....	6		1								1	1			3	
32. Had planned to quit teaching and when I decided to teach again my old school was taken.....	9		3			2							1		2	1

¹ From Questionnaires.

per cent of the changes; "to be closer home" was the principal cause of 11.1 per cent of the changes; "too many classes to teach" was the principal cause of 9.6 per cent of

the changes; "patrons took no interest in the school" was the principal cause of 6.6 per cent of the changes; and "term was too short" caused 6.3 per cent of the changes. These five causes are the principal reasons to which 55.8 per cent of the changes in one- and two-teacher schools are due. It might be stated that "better salary" and "to be closer home" cause 33.3 per cent of all the changes, and that "better salary" alone causes more than twice as many changes as any other one reason. In fact, if "to be closer home" is left out, it is more important than any three of the other reasons. It may then be said that "better salary" is the one outstanding reason why teachers in this group change positions.

TABLE 5.—Reasons for Changes of Positions as Indicated by Teachers of One- and Two-Teacher Schools

Reasons	Total teachers checking each reason once.	Total teachers checking each reason twice.	Grand total.	Per cent of teachers who checked each reason once or twice. (1)	Per cent of teachers who checked each reason twice. (2)
1. Difficult to get to school.....	47	7	54	15.1	2.6
2. Nothing to do Saturday and Sunday....	33	1	34	9.5	.4
3. Too few agreeable companions.....	35	6	41	11.2	2.2
4. Community gossip.....	44	9	53	14.8	3.3
5. Factions in the school district.....	40	5	45	12.6	1.8
6. Patrons took no interest in school.....	92	18	110	30.7	6.6
7. Children were hard to discipline.....	35	7	42	11.7	2.6
8. Children were slow in learning.....	21	1	22	6.2	.4
9. Too many classes to teach.....	117	26	143	40.0	9.6
10. Work was too hard.....	22	3	25	7.0	1.1
11. To get into a graded school.....	38	7	45	12.6	2.6
12. To get into a larger school.....	34	7	41	11.2	9.6
13. Irregular attendance.....	60	6	66	18.4	2.2
14. Term was too short.....	72	17	89	24.8	6.3
15. Better salary.....	137	60	197	55.0	22.2
16. Boarding place was unsatisfactory.....	28	4	32	9.0	1.4
17. No place to entertain my friends.....	10	-----	10	2.8	-----
18. Boarding place too far from school.....	31	2	33	9.2	.7
19. Too much exposure.....	35	4	39	10.9	1.4
20. Had to do my own janitor work.....	71	2	73	20.4	.7
21. Community health conditions poor.....	7	-----	7	2.0	-----
22. Principal wasn't agreeable.....	7	4	11	3.1	1.4
23. Poor school building.....	56	6	62	16.8	2.2
24. Poor equipment for the school.....	77	6	83	22.2	2.2
25. Poor playgrounds.....	22	3	25	7.0	1.1
26. Little chance for self-improvement.....	74	11	85	23.7	4.1
27. So I could attend a church of my own denomination.....	11	1	12	3.3	.4
28. To be closer home.....	46	30	76	21.2	11.1
29. Don't think a teacher should stay too long in one place.....	22	3	25	7.0	1.1
30. Difficult to get laundering done.....	5	-----	5	1.4	-----
31. To get a longer contract.....	33	6	39	10.9	2.2
32. Had planned to quit teaching and when I decided to teach again my old school was taken.....	11	9	20	5.6	3.3

¹ This per cent is figured with 358 as the base.

² This per cent is figured with 271 as the base.

TABLE 6.—The Number of Teachers in Schools Employing More Than Two Teachers, by States, Who Checked Each Reason Once¹

Reasons	Total.	Alabama	Arkansas	Florida	Kentucky	Louisiana	Maryland	Mississippi	Missouri	North Carolina	Oklahoma	South Carolina	Tennessee	Texas	Virginia	West Virginia
1. Difficult to get to school.....	29	3	1	1	--	4	7	--	--	--	1	--	1	5	3	3
2. Nothing to do Saturday and Sunday.....	20	3	1	1	--	3	2	--	1	--	1	2	--	3	2	1
3. Too few agreeable companions.....	36	6	5	--	--	7	2	4	2	--	1	6	1	2	--	--
4. Community gossip.....	45	2	3	--	--	10	3	2	1	--	5	7	1	7	4	--
5. Factions in the school district.....	34	3	3	--	--	3	--	--	--	3	4	6	--	4	4	--
6. Patrons took no interest in school.....	43	2	1	1	--	8	1	--	--	2	2	9	3	7	5	2
7. Children were hard to discipline.....	25	3	--	1	--	2	1	--	--	2	1	4	2	3	4	2
8. Children were slow in learning.....	13	--	--	--	--	5	1	--	--	1	--	2	3	--	1	--
9. Too many classes to teach.....	88	11	6	2	1	7	8	6	1	3	4	12	3	10	10	4
10. Work was too hard.....	21	2	2	1	--	3	2	--	2	1	--	7	--	2	2	--
11. To get into a graded school.....	40	6	3	1	1	1	6	1	--	--	1	5	--	5	8	2
12. To get into a larger school.....	66	15	8	--	--	8	3	3	--	3	2	5	3	5	11	--
13. Irregular attendance.....	28	3	4	1	--	8	--	2	--	1	2	4	1	--	2	--
14. Term was too short.....	55	12	7	--	1	5	1	3	--	4	1	8	1	6	5	1
15. Better salary.....	101	4	11	1	1	1	9	7	2	5	2	14	4	14	13	3
16. Boarding place was unsatisfactory.....	28	1	1	--	--	10	1	1	--	2	1	5	3	2	--	1
17. No place to entertain my friends.....	6	--	--	--	--	3	--	--	--	1	--	2	--	--	--	--
18. Boarding place too far from school.....	9	2	--	--	--	4	--	--	--	1	--	1	--	--	--	1
19. Too much exposure.....	9	1	1	--	--	--	3	2	--	1	--	1	--	--	--	--
20. Had to do my own janitor work.....	37	5	4	2	--	3	2	--	--	1	--	5	2	8	4	1
21. Community health conditions poor.....	7	1	3	--	--	--	--	--	--	--	1	1	1	--	--	--
22. Principal wasn't agreeable.....	26	4	--	1	--	2	1	3	--	2	3	4	--	3	3	--
23. Poor school building.....	32	4	6	1	--	--	1	1	1	--	3	1	4	8	2	--
24. Poor equipment for the school.....	53	5	4	1	--	5	3	2	2	3	4	7	--	7	6	4
25. Poor playgrounds.....	14	1	2	--	--	3	--	1	1	--	--	1	3	2	--	--
26. Little chance for self-improvement.....	69	5	6	--	--	11	7	5	--	3	15	1	7	8	1	--
27. So I could attend a church of my own denomination.....	5	2	--	1	--	--	--	1	--	1	--	--	--	--	--	--
28. To be closer home.....	40	3	3	1	1	4	8	3	1	2	1	4	1	4	4	--
29. Don't think a teacher should stay too long in one place.....	12	1	3	--	--	1	--	2	1	--	--	3	--	1	--	--
30. Difficult to get laundering done.....	5	--	--	1	--	2	--	--	--	--	--	1	--	1	--	--
31. To get a longer contract.....	27	4	5	1	--	4	--	--	1	--	1	4	--	4	3	--
32. Had planned to quit teaching and when I decided to teach again my old school was taken.....	7	--	2	--	--	1	1	--	1	--	--	--	--	--	2	--

¹ From Questionnaires.

Number 33 in the questionnaire asked for any reason not mentioned. The following reasons were given by teachers in one- and two-teacher schools:

Reasons	Number Who Gave It
To enter school.....	4
To teach with my husband.....	2
Married, began teaching again after my husband died.....	2
Too many relatives in the school.....	2
Stopped teaching a while to rest.....	1
To put my daughter in a high school.....	1
To become principal.....	1
Had been in school with most of the children, thought I would succeed better in a school where the children did not know me.....	1

Since these reasons affected less than 2 per cent of the teachers in this group, they would be counted negligible where there are so many other reasons that affect a much larger per cent.

2. *Why teachers in schools with more than two teachers change.* In this group 57 per cent of the teachers checked "better salary;" 32 per cent checked "too many classes to teach;" 26.7 per cent checked "to be closer home;" 26.7 per cent checked "little chance of self-improvement;" 26.3 per cent checked "to get into a larger school;" and 21.3 per cent checked "term was too short." Twelve of the other reasons were each checked by more than 10 per cent of the teachers, but less than 20 per cent of them. Of the other fourteen reasons, none was checked by 10 per cent of the teachers.

This group checked only twenty-two of the different reasons twice. They vary in the per cent of teachers checking them from .4 per cent to 29 per cent. 29 per cent of the teachers checked "better salary" twice; 16.6 per cent

TABLE 7.—The Number of Teachers in Schools that Employ More Than Two Teachers, by States, Who Checked Each Reason Twice¹

Reasons	Total	Alabama	Arkansas	Florida	Kentucky	Louisiana	Maryland	Mississippi	Missouri	North Carolina	Oklahoma	South Carolina	Tennessee	Texas	Virginia	West Virginia
1. Difficult to get to school.....	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
2. Nothing to do Saturday and Sunday.....	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
3. Too few agreeable companions.....	5	---	---	---	---	1	---	---	---	1	---	---	1	---	2	---
4. Community gossip.....	8	---	---	---	---	---	1	1	---	2	1	3	---	1	---	---
5. Factions in the school district.....	11	---	---	---	---	1	1	1	---	---	---	4	1	2	1	---
6. Patrons took no interest in school.....	8	3	---	---	---	1	---	---	---	---	1	2	---	1	1	---
7. Children were hard to discipline.....	5	1	---	---	---	---	---	---	---	---	1	2	---	---	1	---
8. Children were slow in learning.....	1	---	---	---	---	---	---	---	---	---	---	---	---	---	1	---
9. Too many classes to teach.....	8	---	2	1	---	---	1	---	---	---	---	4	---	---	---	---
10. Work was too hard.....	2	---	---	---	---	---	---	---	---	2	---	---	---	---	---	---
11. To get into a graded school.....	7	---	---	---	---	1	2	---	1	---	---	1	---	---	1	1
12. To get into a larger school.....	13	---	1	---	---	3	---	---	1	1	---	1	1	3	2	---
13. Irregular attendance.....	5	---	---	---	---	---	---	---	---	---	---	2	---	1	2	---
14. Term was too short.....	9	---	2	---	---	---	---	---	---	---	---	3	---	3	1	---
15. Better salary.....	70	11	10	2	---	8	4	4	1	4	2	8	3	7	4	2
16. Boarding place was unsatisfactory.....	14	2	---	---	---	1	1	---	---	---	---	5	---	3	2	---
17. No place to entertain my friends.....	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
18. Boarding place too far from school.....	1	---	---	---	---	---	---	---	1	---	---	---	---	---	---	---
19. Too much exposure.....	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
20. Had to do my own janitor work.....	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
21. Community health conditions poor.....	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
22. Principal wasn't agreeable.....	10	---	---	---	---	5	---	---	---	---	1	2	---	1	1	---
23. Poor school building.....	2	1	---	---	---	---	---	---	---	---	---	---	---	---	---	1
24. Poor equipment for the school.....	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
25. Poor playgrounds.....	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
26. Little chance for self-improvement.....	11	---	2	---	---	2	---	1	---	2	2	---	---	2	---	---
27. So I could attend a church of my own denomination.....	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
28. To be closer home.....	40	6	3	---	---	5	6	1	---	3	---	---	2	---	14	---
29. Don't think a teacher should stay too long in one place.....	6	---	---	---	---	---	2	1	1	---	---	---	---	---	2	---
30. Difficult to get laundering done.....	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
31. To get a longer contract.....	1	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---
32. Had planned to quit teaching and when I decided to teach again my old school was taken.....	4	---	---	---	---	---	---	---	---	1	---	2	---	---	1	---

¹ From Questionnaires.

checked "to be closer home" twice; 5.8 per cent checked "boarding place was unsatisfactory" twice; and 5.4 per cent checked "to get into a larger school" twice. Here, as has always been found, "better salary" is the outstanding cause of changes, with "to be closer home" ranking second. There are two other reasons that each caused 5 per cent of the changes. None of the other eighteen caused more than 4.6 per cent. In this group the four reasons named are the *principal* causes of 56.8 per cent of all the changes.

In the group of one- and two-teacher schools it was found

TABLE 8.—Reasons for Changes of Positions as Indicated by Rural Teachers of Schools Employing More Than Two Teachers

Reasons	Total teachers who checked each reason once.	Total teachers who checked each reason twice.	Grand total.	Per cent of teachers checking each reason once or twice. (1)	Per cent of teachers who checked each reason twice. (2)
1. Difficult to get to school.....	29	-----	29	9.7	-----
2. Nothing to do Saturday and Sunday....	20	-----	20	6.7	-----
3. Too few agreeable companions.....	36	5	41	13.7	2.1
4. Community gossip.....	45	8	53	17.7	3.3
5. Factions in the school district.....	34	11	45	15.0	4.6
6. Patrons took no interest in school.....	43	8	51	17.0	3.3
7. Children were hard to discipline.....	25	5	30	10.0	2.1
8. Children were slow in learning.....	13	1	14	4.7	.4
9. Too many classes to teach.....	88	8	96	32.0	3.3
10. Work was too hard.....	21	2	23	7.7	.8
11. To get into a graded school.....	40	7	47	15.7	2.9
12. To get into a larger school.....	66	13	79	26.3	5.4
13. Irregular attendance.....	28	5	33	11.0	2.1
14. Term was too short.....	55	9	64	21.3	3.7
15. Better salary.....	101	70	171	57.0	29.0
16. Boarding place was unsatisfactory.....	28	14	42	14.0	5.8
17. No place to entertain my friends.....	6	-----	6	2.0	-----
18. Boarding place too far from school.....	9	1	10	3.3	.4
19. Too much exposure.....	9	-----	9	3.0	-----
20. Had to do my own janitor work.....	37	-----	37	12.3	-----
21. Community health conditions poor.....	7	-----	7	2.3	-----
22. Principal wasn't agreeable.....	26	10	36	12.0	4.2
23. Poor school building.....	32	2	34	11.3	.8
24. Poor equipment for the school.....	53	-----	53	17.7	-----
25. Poor playgrounds.....	14	-----	14	4.7	-----
26. Little chance for self-improvement.....	69	11	80	26.7	4.6
27. So I could attend a church of my own denomination.....	5	-----	5	1.7	-----
28. To be closer home.....	40	40	80	26.7	16.6
29. Don't think a teacher should stay too long in one place.....	12	6	18	6.0	2.5
30. Difficult to get laundering done.....	5	-----	5	1.7	-----
31. To get a longer contract.....	27	1	28	9.3	.4
32. Had planned to quit teaching and when I decided to teach again my old school was taken.....	7	4	11	3.7	1.7

¹ This per cent is figured with 299 as the base.² This per cent is figured with 241 as the base.

that five reasons were responsible for 55.8 per cent of the changes; in the group of larger schools four reasons were found to be responsible for 56.8 per cent of the changes. "Better salary" and "to be closer home" are the two ranking reasons in both. The other five reasons are not identical in both groups. However, taking the seven reasons, it is seen that they are the principal causes to which more than 60 per cent of the changes in all rural schools are due.

Number 33 in the questionnaire asked for any reason not mentioned. The following reasons were given by the teachers in the larger schools:

Reasons	Number Who Gave It
Quit teaching to attend school.....	2
Certificate expired, and I went back to my own state.....	1
Changed with the principal.....	1
Too many relatives in the school.....	1
My school was eliminated	1
To get a different grade	1
To teach primary work	1
School politics	2
Stopped a while after marrying	1
Desired a broader field of work.....	1
I am a minister, and was changed to a different charge.....	1

None of these reasons affected as many as 1 per cent of the teachers. The per cent of changes caused by any of these reasons is too small to be of importance. In fact, the per cent of changes that are due to all of them would be too small to demand much attention.

A COMPARISON OF DATA OBTAINED FROM TEACHERS OF ONE- AND TWO-TEACHER SCHOOLS WITH DATA OBTAINED FROM TEACHERS OF THE LARGER SCHOOLS

In both groups "better salary" was the cause of the greater per cent of changes. It caused a greater per cent of changes in the larger schools than in the smaller. This is likely due to the fact that more than 70 per cent of the teachers with nine months' college training are teaching in the larger schools. A study of the teachers who checked this reason show that: Of the teachers with less than eighteen months' high school training, 18.8 per cent of them checked "better salary" twice; of the teachers who had had eighteen months' high school training, but were not high school graduates, 24.6 per cent checked it twice; of the teachers who are high school graduates, but have had less than nine months' college training, 28.1 per cent checked it twice; of the teachers with nine months' college training or more, 29.6 per cent checked it twice. In other words, the better trained teachers are changing because they are getting better salaries. "To be closer home" ranks second in both groups; it causes a greater per cent of changes in

Per Cent of Changes Due to Each Reason, as Shown by Teachers' Double Checks (XX)

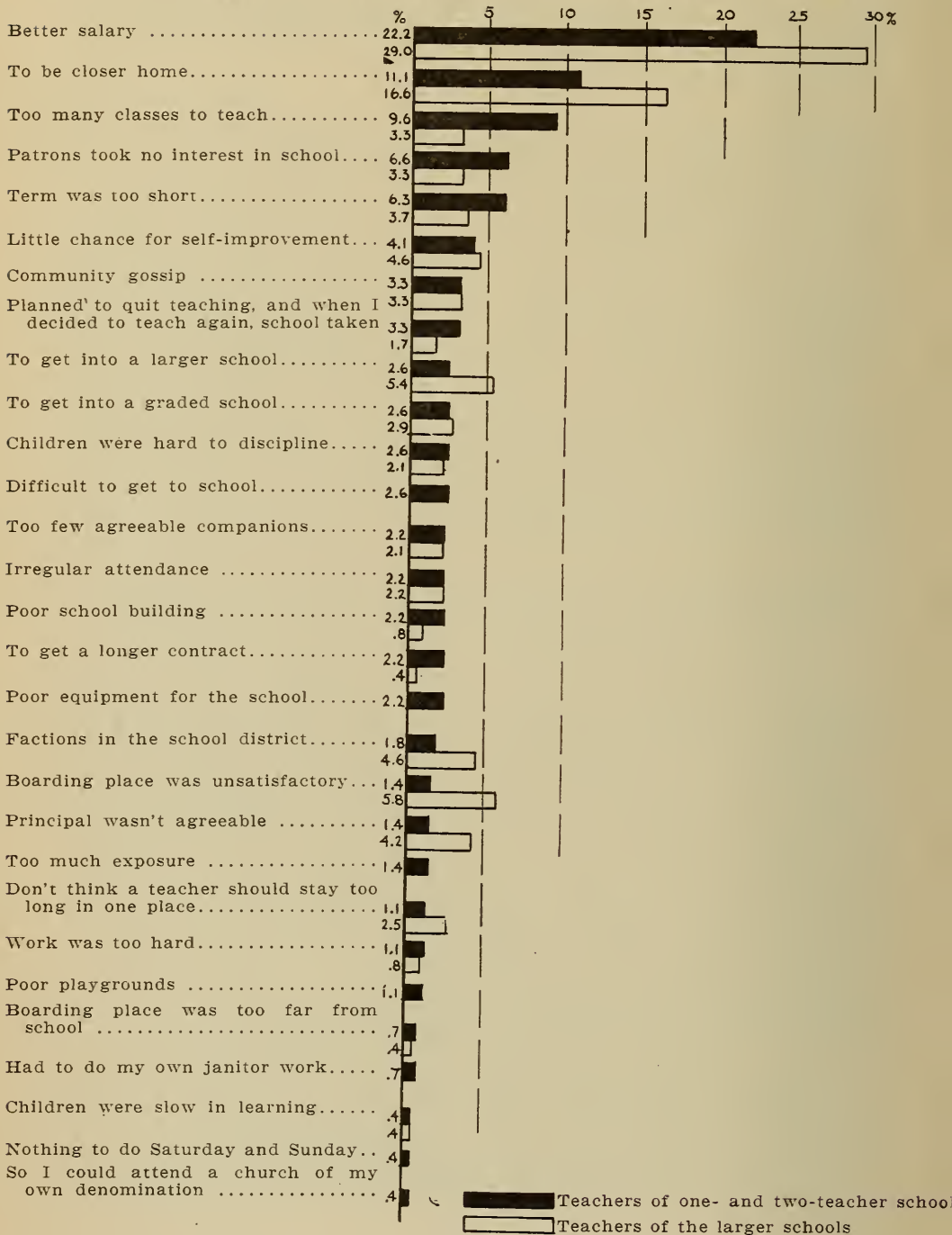


Fig. 5

the larger schools than in the smaller schools. "Too many classes to teach" was checked twice by a much larger per cent of the teachers of one- and two-teacher schools than by teachers of the larger schools. It is not quite evident why this should be true, unless the teachers of the one- and two-teacher schools checked it for the reason why they want a change, rather than why they did change. It may be that the teachers who checked this reason went from a one-teacher to a two-teacher school; this, of course, would decrease the number of classes. "Patrons took no interest in school" caused a higher per cent of changes in the smaller schools than in the larger schools. This probably indicates that the teachers of one- and two-teacher schools are poorer teachers than the teachers of the larger schools, and therefore have failed to arouse an interest in their patrons in regard to school work. It may also indicate that the patrons in isolated districts are not interested in schools. "Term was too short" was checked twice by a larger per cent in the smaller than in the larger schools. This tends to indicate that the larger schools have a longer and a more uniform term than the smaller schools. "To get into a larger school" was checked twice by a larger per cent in the larger schools than in the smaller. This is what would be expected when 71 per cent of the teachers in the larger schools went from a smaller to a larger school, and only 19 per cent of the teachers of one- and two-teacher schools went from a smaller to a larger school. "Factions in the school district" caused a larger per cent of changes in the larger schools than in the smaller ones. This probably indicates that they left the smaller schools where there were factions and went to the larger ones where they found coöperation. "Boarding place was unsatisfactory" was checked twice by a larger per cent of the teachers in larger schools than in smaller schools. This indicates that it is not so difficult for one or two teachers to find suitable boarding places in a school district; but where there are several teachers employed in one school, provisions for boarding places should be made by the school authorities. An altogether different interpretation might be made of these results. They may indicate that the teacher in one- and two-teacher schools is a type of teacher that is very easily pleased and has a lower standard of living than the teacher in the larger schools. However, a study of the teachers who checked "boarding place unsatisfactory" shows that educational qualifications seem to have nothing to do with

it. Of the teachers with less than eighteen months' high school training, 3.3 per cent checked it twice; of the teachers who had had eighteen months' high school training or more, but were not high school graduates, 4.6 per cent checked it twice; of the teachers who are high school graduates, but have had less than nine months' college training, 1.6 per cent checked it twice; of the teachers with nine months' college training or more, 3.2 per cent checked it twice. And it might be added that not a teacher with nine months' college training or more who was teaching in the one- and two-teacher schools checked it twice, all of which indicates that the former interpretation is likely the correct one. "Principal wasn't agreeable" was checked twice by a larger per cent of teachers in the larger schools than in the smaller. A much larger per cent of the teachers in the larger schools are teaching under principals than are in the smaller schools. This would account for such a difference. "Poor equipment for the school" was checked twice by a larger per cent in the smaller schools than in the larger, which indicates that the larger schools have better facilities than the smaller schools. None of the remaining reasons was checked twice by a very large per cent of the teachers, and therefore the variation could not be great, if a reason was not checked at all by one group.

CONCLUSION

The data obtained from rural teachers seem to justify the following conclusions: First, there are seven reasons which cause more than 60 per cent of the changes in the rural schools; second, "better salary" and "to be closer home" cause at least one-third of all the changes in the rural schools; third, the better trained teachers are affected more by better salary than the poorly trained teachers; fourth, it is more difficult for the teachers of larger schools to find suitable boarding places than it is for teachers of one- and two-teacher schools; fifth, that the patrons of the smaller schools do not take as much interest in the school as do the patrons of the larger schools.

A COMPARATIVE STUDY OF THE REASONS CHECKED TWICE BY THE TEACHERS AND THE PRINCIPAL REASONS GIVEN BY THE COUNTY SUPERINTENDENTS

Teachers of one- and two-teacher schools. This comparison can probably best be made by means of a graph. The graph tends to show the importance of each reason from the viewpoints of both the teachers and the county super-

intendents. Both give "better salary" as responsible for a greater per cent of the changes than any other one reason. The superintendents seem to stress it more than the teachers do. They gave it as the *principal* cause of 38.7 per cent of the changes, while only 22.2 per cent of the teachers

TABLE 9.—Changes of Positions in One- and Two-Teacher Schools, According to the Reasons Given by County Superintendents and the Teachers

Reasons	Reasons given by county superintendents in regard to 186 teachers.	The number of times each reason was checked twice by teachers.	The per cent of changes caused by each reason as given by county superintendents.	The per cent of changes caused by each reason as given by replies of teachers.
1. Difficult to get to school.....	-----	7	-----	2.6
2. Nothing to do Saturday and Sunday.....	-----	1	-----	.4
3. Too few agreeable companions.....	-----	6	-----	2.2
4. Community gossip.....	-----	9	-----	3.3
5. Factions in the school district.....	1	5	.5	1.8
6. Patrons took no interest in school.....	-----	18	-----	6.6
7. Children were hard to discipline.....	-----	7	-----	2.6
8. Children were slow in learning.....	-----	1	-----	.4
9. Too many classes to teach.....	1	26	.5	9.6
10. Work was too hard.....	-----	3	-----	1.1
11. To get into a graded school.....	5	7	2.6	2.6
12. To get into a larger school.....	6	7	3.2	2.6
13. Irregular attendance.....	2	6	1.1	2.2
14. Term was too short.....	1	17	.5	6.3
15. Better salary.....	72	60	38.7	22.2
16. Boarding place was unsatisfactory.....	-----	4	-----	1.4
17. No place to entertain my friends.....	-----	-----	-----	-----
18. Boarding place too far from school.....	-----	2	-----	.7
19. Too much exposure.....	-----	4	-----	1.4
20. Had to do my own janitor work.....	-----	2	-----	.7
21. Community health conditions poor.....	-----	-----	-----	-----
22. Principal wasn't agreeable.....	-----	4	-----	1.4
23. Poor school building.....	-----	6	-----	2.2
24. Poor equipment for the school.....	-----	6	-----	2.2
25. Poor playgrounds.....	-----	3	-----	1.1
26. Little chance for self-improvement.....	-----	11	-----	4.1
27. So I could attend a church of my own denomination.....	-----	1	-----	.4
28. To be closer home.....	44	30	23.7	11.1
29. Don't think a teacher should stay too long in one place.....	2	3	1.1	1.1
30. Difficult to get laundering done.....	-----	-----	-----	-----
31. To get a longer contract.....	-----	6	-----	2.2
32. Had planned to quit teaching and when I decided to teach again my old school was taken.....	7	9	3.8	3.3
33. To get away from home.....	-----	-----	-----	-----
34. Changed by the County Superintendent.....	13	-----	6.4	-----
35. To be nearer town.....	1	-----	.5	-----
36. My school was consolidated.....	-----	-----	-----	-----
37. Patrons didn't like him.....	31	-----	16.7	-----

checked it twice for the *principal* reason why they changed. Both agree on "to be closer home" being the second reason in importance. But again they differ as to the per cent of changes due to this reason. The superintendents rate it twice as high as the teachers; the superintendents gave it as the *principal* cause of 23.7 per cent of the changes, while

only 11.1 per cent of the teachers checked it as the one reason that influenced them most to change the last time. Probably the next most striking thing to be seen in this graph is that there are a number of reasons that were checked by the teachers that county superintendents did not mention, or if they did, they gave them as the cause of a very small per cent of the changes. Just what this indicates would be hard to say. However, it tends to indicate that the county superintendents are not as familiar with the problems that are confronting their teachers as they should be. It may indicate that there are a number of changes made each year that could be avoided if the county superintendent had matters "well in hand" and knew exactly what was going on in the school districts. It may indicate that there is an urgent need of closer supervision in the rural schools—a need for a type of supervision that will make the work in the classroom more effective and will help the teacher create an interest among his patrons—an interest that will cause them to improve the school building, purchase the necessary equipment, construct playgrounds and equip them, and provide suitable boarding places for the teacher.

There were two reasons that were given by the county superintendents that the teachers did not give. Teachers would not be expected to check "patrons didn't like him;" therefore it was not put in the questionnaire. No doubt it is one of the *principal* causes of changes, but it could never be obtained through the teachers. When the patrons don't like a teacher, the county superintendent is one of the first to hear about it. He is notified on every hand and requested to remove the teacher and give them another. If the county superintendent does not know about some of the other reasons, he should be an authority on this one. The other reason, "changed by the county superintendent," is another that the teachers would not be likely to check, but it is certain that a county superintendent knows the teachers that he changed. No doubt these are two important

Per Cent of Changes in the One- and Two-Teacher Schools Due to Each Reason, as Shown by Teachers' Double Checks (XX), and the Principal Reasons Given by County Superintendents

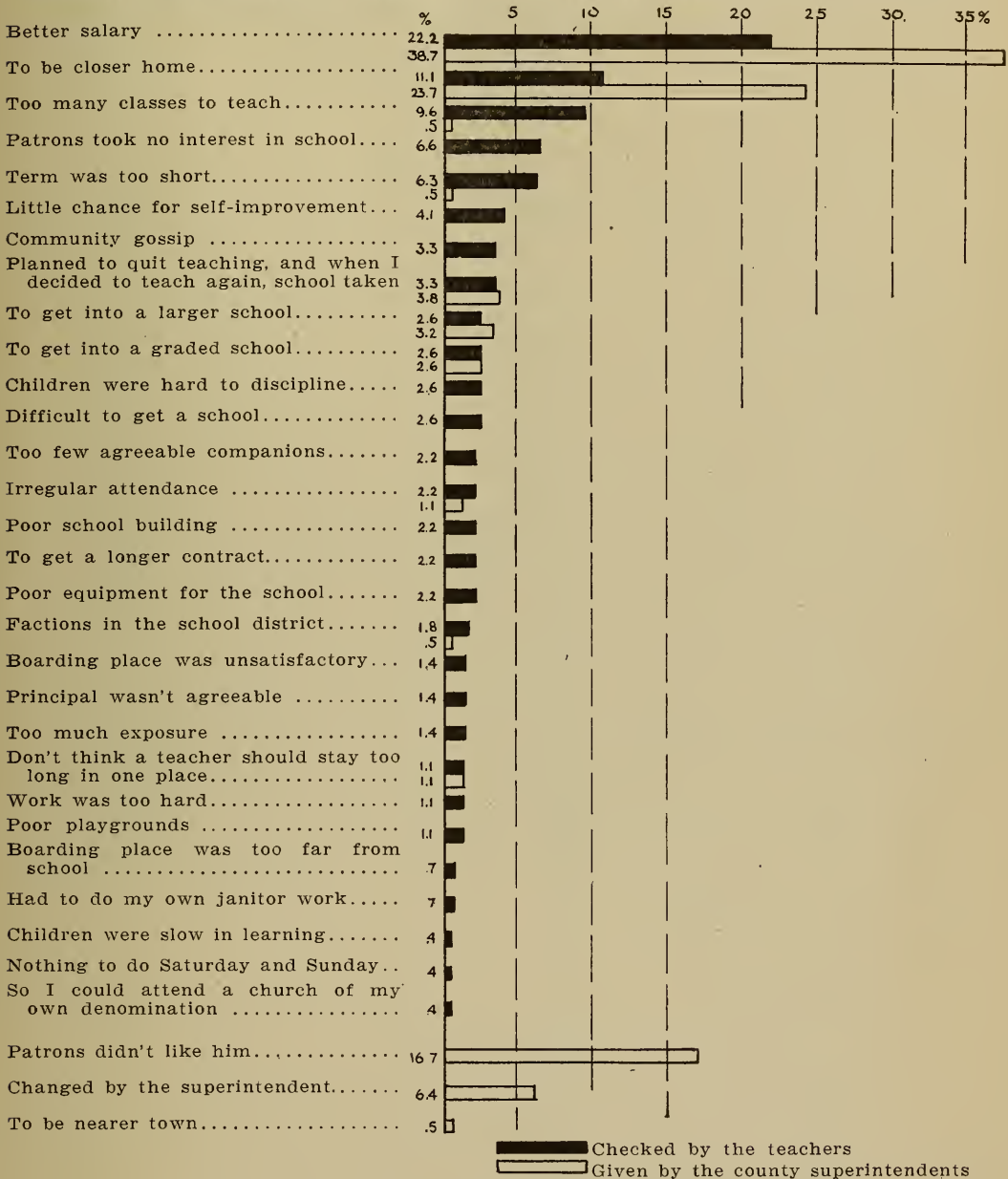


Fig. 6

Per Cent of Changes in the Larger Schools Due to Each Reason, as Shown by Teachers' Double Checks (XX), and the Principal Reasons Given by County Superintendents

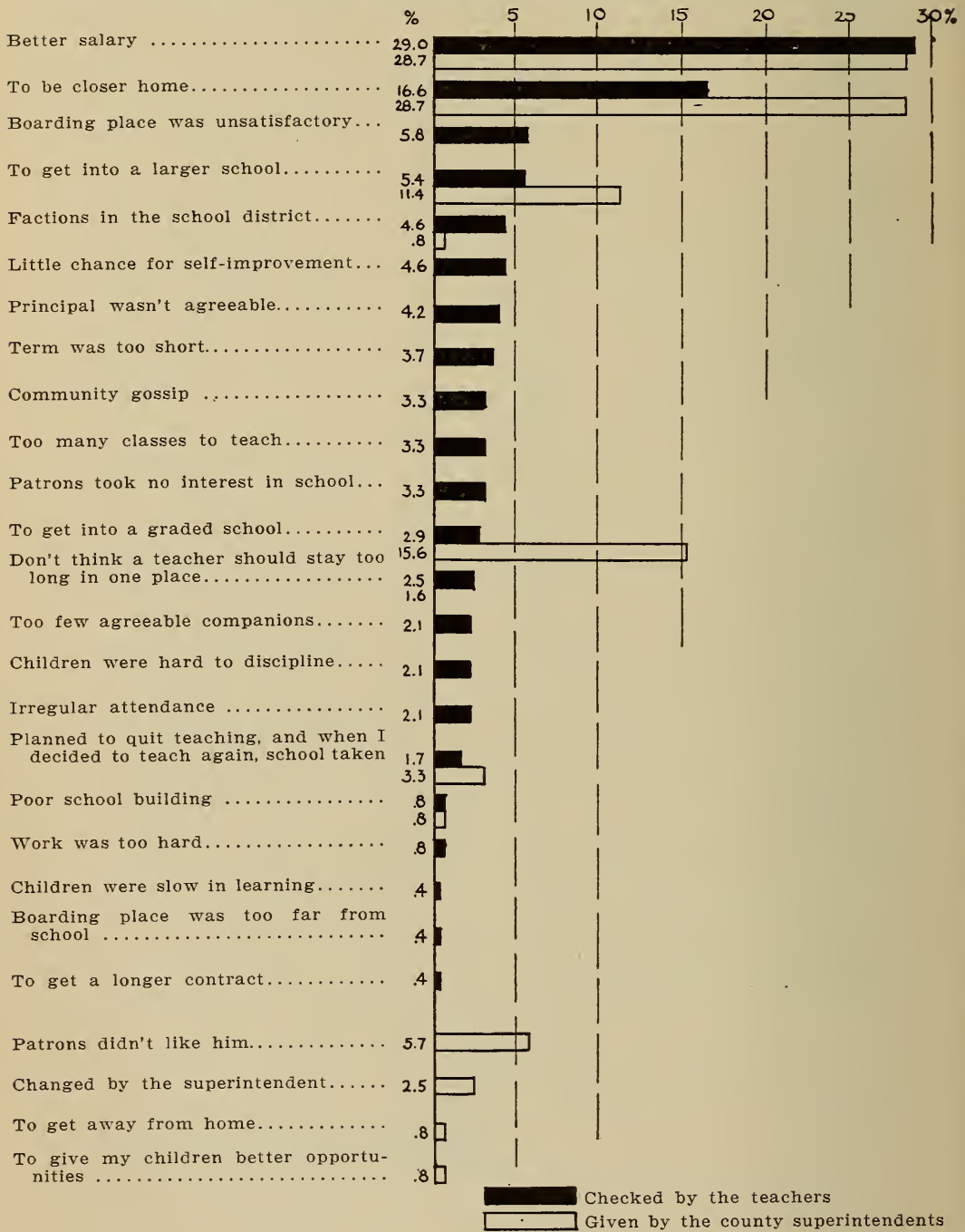


Fig. 7

reasons why teachers in the one- and two-teacher schools change positions.

Teachers in the larger schools. The data under this topic will also be compared by means of a graph. On the whole this graph presents about the same picture as the preceding graph. There doesn't seem to be as much difference in the opinions of county superintendents and teachers in regard to the cause of the changes, in this group, as there was in the other group. "Better salary" is given by both as causing practically the same per cent of changes. The county superintendents still attribute more changes due to "to be closer home" than the teachers do. They also gave "to get into a larger school" and "to get into a graded school" as important reasons, while only a small per cent of the teachers checked them twice. Here, as in the other group, there are a number of reasons checked by the teachers that were not given by the county superintendents, which again indicates that the county superintendent is not cognizant of all the problems that are confronting his teachers. Many of these teachers, no doubt, change from the one- and two-teacher schools to the larger schools, and these are the reasons. They went where they would get closer supervision, where the patrons took more interest, and where the necessary equipment for the school had been provided. In this group it is observed that there were fewer disliked by the patrons and a smaller number of changes made by the county superintendents than in the group of one- and two-teacher schools. The reasons given by the county superintendents and the reasons checked twice by the teachers indicate that the county superintendents are better informed about what is going on in the larger schools than they are in regard to what is happening in the one- and two-teacher schools.

TABLE 10.—Changes of Positions in Rural Schools Employing More Than Two Teachers, According to Reasons Given by County Superintendents and the Teachers

Reasons	Principal reasons given by 6 county supts. why 122 teachers changed positions.	The number of teachers checking each reason twice.	The per cent of changes caused by each reason as stated by the county supts.	The per cent of changes caused by each reason as shown by the teachers' double checks.
1. Difficult to get to school.....				
2. Nothing to do Saturday and Sunday....				
3. Too few agreeable companions.....		5		2.1
4. Community gossip.....		8		3.3
5. Factions in the school district.....	1	11	.8	4.6
6. Patrons took no interest in school.....		8		3.3
7. Children were hard to discipline.....		5		2.1
8. Children were slow in learning.....		1		.4
9. Too many classes to teach.....		8		3.3
10. Work was too hard.....		2		.8
11. To get into a graded school.....	19	7	15.6	2.9
12. To get into a larger school.....	14	13	11.4	5.4
13. Irregular attendance.....		5		2.1
14. Term was too short.....		9		3.7
15. Better salary.....	35	70	28.7	29.0
16. Boarding place was unsatisfactory.....		14		5.8
17. No place to entertain my friends.....				
18. Boarding place too far from school.....		1		.4
19. Too much exposure.....				
20. Had to do my own janitor work.....				
21. Community health conditions poor.....				
22. Principal wasn't agreeable.....		10		4.2
23. Poor school building.....	1	2	.8	.8
24. Poor equipment for the school.....				
25. Poor playgrounds.....				
26. Little chance for self-improvement.....		11		4.6
27. So I could attend a church of my own denomination.....				
28. To be closer home.....	35	40	28.7	16.6
29. Don't think a teacher should stay too long in one place.....	2	6	1.6	2.5
30. Difficult to get laundering done.....				
31. To get a longer contract.....		1		.4
32. Had planned to quit teaching and when I decided to teach again my old school was taken.....	4	11	3.3	1.7
33. To get away from home.....	1		.8	
34. Changed by the County Superintendent.....	3		2.5	
35. To be nearer town.....				
36. Patrons didn't like him.....	7		5.7	
37. Give my children a better opportunity.....	1		.8	

Rural teachers as a whole. This graph shows at a glance to what the county superintendents attribute the changes in the rural schools. In their opinion, over 95 per cent of the changes are due to seven reasons. It is interesting to

Per Cent of Changes in All Rural Schools Due to Each Reason, as Shown by Teachers' Double Checks (XX), and the Principal Reasons Given by County Superintendents

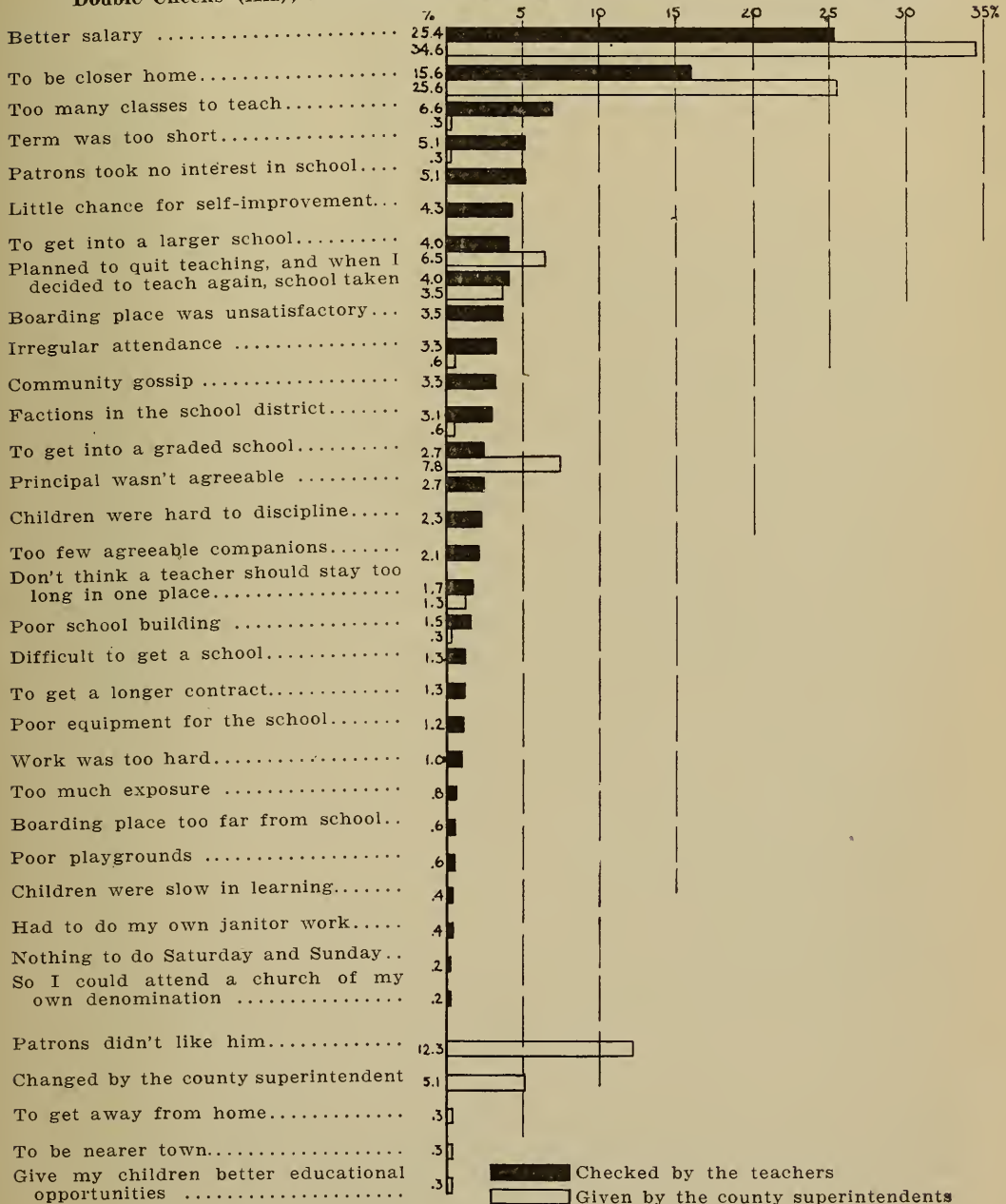


Fig. 8

note that only one of these seven reasons is ranked as high by the teachers as by the county superintendents. "Had planned to quit teaching, and when I decided to teach again, my old school was taken" was checked twice by 4 per cent of the teachers, and it was given by the county superin-

TABLE 11.—Changes of Positions in All Rural Schools, According to Reasons Given by County Superintendents and Teachers

Reasons	Reasons given by county supts. in regard to teachers.	Reasons checked twice by 512 rural teachers.	Per cent of changes caused by each reason as shown by data given by county supts.	Per cent of changes caused by each reason as shown by reasons checked by teachers.
1. Difficult to get to school.....	-----	7	-----	1.3
2. Nothing to do Saturday and Sunday....	-----	1	-----	.2
3. Too few agreeable companions.....	-----	11	-----	2.1
4. Community gossip.....	-----	17	-----	3.3
5. Factions in the school district.....	2	16	.6	3.1
6. Patrons took no interest in school.....	-----	26	-----	5.1
7. Children were hard to discipline.....	-----	12	-----	2.3
8. Children were slow in learning.....	-----	2	-----	.4
9. Too many classes to teach.....	1	34	3.0	6.6
10. Work was too hard.....	-----	5	-----	1.0
11. To get into a graded school.....	24	14	7.8	2.7
12. To get into a larger school.....	20	20	6.5	4.0
13. Irregular attendance.....	2	11	.6	3.3
14. Term was too short.....	1	26	.3	5.1
15. Better salary.....	107	130	34.6	25.4
16. Boarding place was unsatisfactory.....	-----	18	-----	3.5
17. No place to entertain my friends.....	-----	-----	-----	-----
18. Boarding place too far from school.....	-----	3	-----	.6
19. Too much exposure.....	-----	4	-----	.8
20. Had to do my own janitor work.....	-----	2	-----	.4
21. Community health conditions poor.....	-----	-----	-----	-----
22. Principal wasn't agreeable.....	-----	14	-----	2.7
23. Poor school building.....	1	8	.3	1.5
24. Poor equipment for the school.....	-----	6	-----	1.2
25. Poor playgrounds.....	-----	3	-----	.6
26. Little chance for self-improvement.....	-----	22	-----	4.3
27. So I could attend a church of my own denomination.....	-----	1	-----	.2
28. To be closer home.....	79	70	25.6	15.6
29. Don't think a teacher should stay too long in one place.....	4	9	1.3	1.7
30. Difficult to get laundering done.....	-----	-----	-----	-----
31. To get a longer contract.....	-----	7	-----	1.3
32. Had planned to quit teaching and when I decided to teach again my old school was taken.....	11	20	3.5	4.0
33. To get away from home.....	1	-----	.3	-----
34. Changed by County Superintendent.....	16	-----	5.1	-----
35. To be nearer town.....	1	-----	.3	-----
36. Patrons didn't like him.....	38	-----	12.3	-----
37. Give my children better opportunities.....	1	-----	.3	-----
Total.....	309	512	-----	-----

tendents as causing 3.5 per cent of the changes. This graph, like the two preceding, shows a number of reasons that were checked by teachers that the county superintendents did not mention, which further indicates that there is an urgent need of closer supervision in the rural schools.

These graphs indicate that the county superintendents realize the outstanding causes of changes among rural teachers, but they do not know that a large per cent of the changes are due to other causes. One may not be justified in stating that the lack of close supervision in the rural schools is the fundamental cause of so many changes, but he is justified in stating that the county superintendents do not know all the reasons that are causing teachers to change. However, the data indicate that they know the three outstanding reasons: "better salary," "to be closer home," and "patrons didn't like him."

A COMPARATIVE STUDY OF THE REASONS GIVEN BY SIX
COUNTY SUPERINTENDENTS WHY SIXTY-EIGHT RURAL
TEACHERS CHANGED POSITIONS THE LAST TIME,
AND THE REASONS CHECKED BY THESE
SIXTY-EIGHT TEACHERS

It was stated in a former topic of this chapter that data were obtained from six county superintendents in regard to why 309 rural teachers changed the last time. It was also stated that questionnaires were sent to every teacher in the counties superintended by these six superintendents. Replies were received from 68 of the 309 teachers of whom the superintendents had given data relative to their last changes. More than 68 replies were received from these six counties, but only 68 of the 309 replied. From Alabama, 14 replies were received; from Arkansas, 9; from Mississippi, 12; from Missouri, 19; and from Tennessee, 14.

The following table shows each individual teacher, the reasons he checked why he changed position the last time, and the reasons given by the county superintendent why each teacher changed. It is an interesting study to compare these results and see how they agree. In 17, or 25 per cent, of the cases the reason that was given by the county superintendent as the principal reason was checked twice by the teacher; in 14, or 20.6 per cent, of the cases the reason given by the county superintendent as the principal reason was checked only once by the teacher; in 2, or 2.9 per cent, of the cases the reason given by the county superintendent as a secondary reason was checked twice by the teacher; and in 4, or 5.9 per cent, of the cases the reason given by the county superintendent as a secondary reason was checked once by the teacher, indicating that it was a secondary reason. These data may be interpreted as follows: In 25 per cent of the cases the county superintendent gave the correct reason for the changes; in 20.6

TABLE 12.—Why Sixty-Eight Rural Teachers Changed Positions

Teacher	Reasons checked by teachers		Reasons given by county supts.	
	X	XX	X	XX
1	2-12-13-15	26		11
2	1-6-9-25	2		12
3	4-9-18-28	16		34 ¹
4	1-12-16-19	28		28
5	1-12-27-32	5		34
6	11-12-23-24	28		11
7		15		15
8	1-7-15			28
9	3-9-12-29	26		12
10	15-20-29-30	1		28
11	4-15-31	14	23-34 ¹	11
12	2-3-20-27	6		15
13	11-14-28-31	15		28
14	9-15-19-28	29		28
15	1-3-20-26	28	6-33 ²	15
16	14-15-18-20	32		33
17	4-6-9-11	14		9
18	20-23-24-25	15	6-16	15
19	12-19-27-28-31		33 ²	34 ¹
20	14-15-23-28	29	12-28	15
21		32		32
22	9-11-23-28	15	28	15
23	4-5-21-26	15		15
24	5-6-9-15	23	15	33 ¹
25	1-18-19-28	12		16
26	4-5-9-25	15		21
27	9-15-19-28	29		28
28	3-15-24-26	4		5
29	9-12-14-26	15		15
30	6-7-9-13-15		15	28
31	3-5-6-22			34 ¹
32	3-15-29-32	26		15
33	13-15-24	9		15
34	1-15-23-24	9		28
35	5-6-9-15-24	6		29
36	1-2-19-20	15		15
37	4-20-23-28	15		15
38	1-9-10-29	28		15
39	11-12-23-24	15		15
40	5-14-15-29	4		15
41	13-15-31	26		15
42	19-23-24-26	15		15
43	3-4-20-23	15		33 ²
44	28-29			15
45	9-18-20-24	15		28
46	1-14-18-20	15		15
47	1-16-18	28		28
48	5-6-13-14	24		15
49	5-9-11-15			28
50	9-11-18-26			28
51	9-12-15-23-24		11	15
52		28		28
53	4-9-10-32	15	11	15
54		28	28	15
55	9-11	15		32
56	3-16-21-22	4		33 ²
57	1-5-6-26	7		33 ²
58	4-9-12-28	5		32
59	9-19-23-29	7		33 ²
60	6-9-26-31	15		33 ²
61	6-9-13-20-24			28
62	1-14-26-31	6	15	14
63	3-4-6-8	7		28
64	8-9-12-26	15	15-29	12
65	14-31	15	1-3-6	15
66	6-9-14-15	32		28
67	2-19-25-26	23		28
68		28		28

² 33 patrons didn't like him.¹ 34 changed by county superintendent.

per cent of the cases the county superintendent gave a secondary reason as the principal reason; in 2.9 per cent of the cases the county superintendent gave the principal reason as a secondary reason; and in 5.9 per cent of the cases the county superintendent gave the same secondary reason that the teacher gave. The results indicate that the county superintendent knew something about 54 per cent of the changes of which he claimed to know; that in 46 per cent of the changes of which the county superintendent professed to know, he did not give a single reason that corresponded to the reasons checked by the teacher. It has been stated before that there were a number of changes that the superintendent did not know the reason for. These data indicate that about 46 per cent of the reasons he gave are wrong. However, there are certain outstanding reasons on which both the superintendents and the teachers agree.

Nine of the 68 teachers did not check one reason twice. The graph presents the reasons checked twice by 59 of these 68 teachers, and also the *principal* reasons given by the county superintendents why these 59 teachers changed positions the last time. It gives a concise presentation of the importance of each reason from the viewpoint of both the superintendents and the teachers. It is observed that both agree that "better salary" and "to be closer home" are the two reasons to which most of the changes are due, so far as individual reasons are concerned.

Reasons Why Fifty-Nine Teachers Changed Positions, as Shown by Teachers' Double Checks (XX), and the Principal Reasons Given by County Superintendents

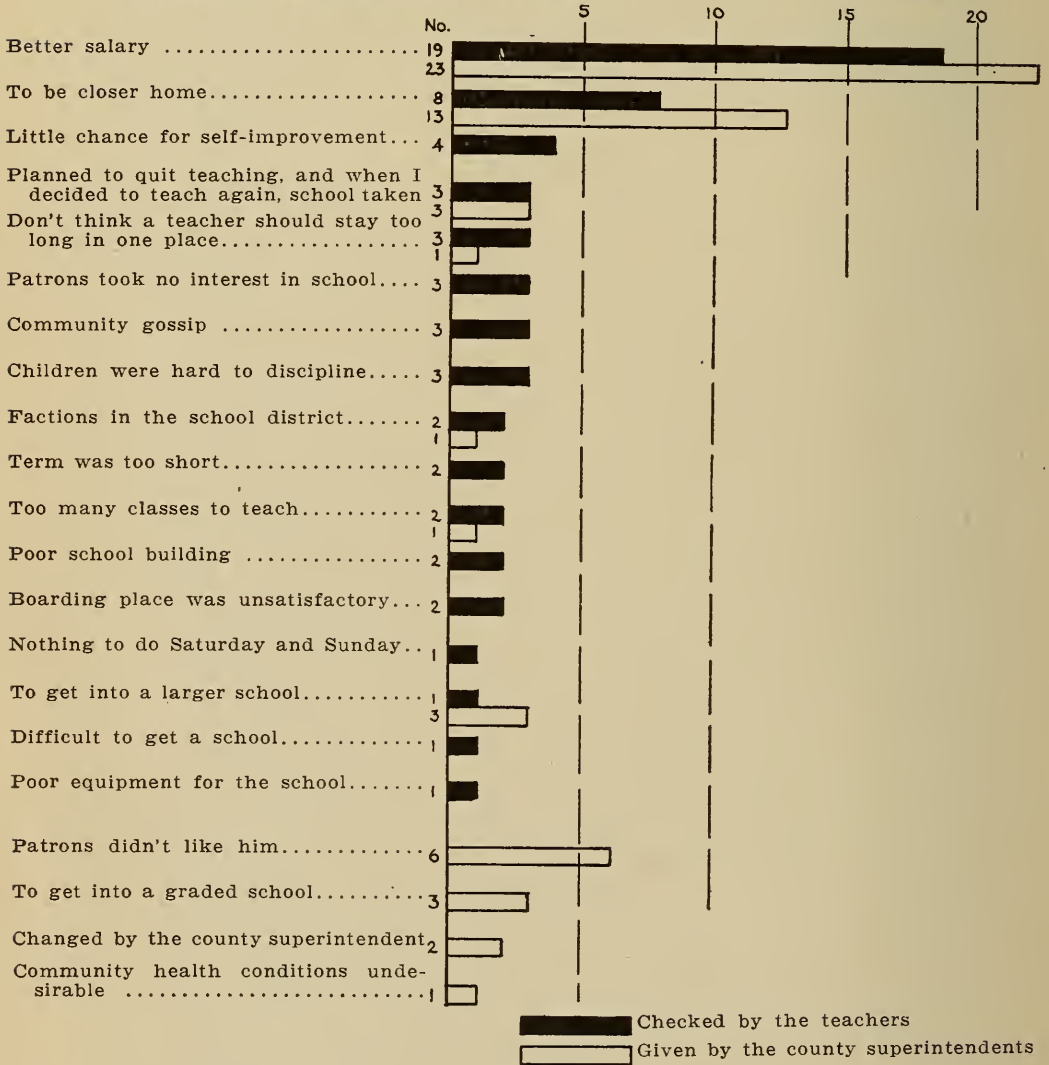


Fig. 9

There are reasons that the teachers checked that the county superintendents did not give. From the number that checked them, they must be of some importance. There are three reasons that the county superintendents gave that the teachers did not. Two of them, "patrons didn't like him" and "changed by the county superintendent," the teachers would not be expected to give. It is likely that the county superintendent knew exactly what he was talking about when he gave these two reasons.

This comparison presents a graph that is very similar to the three graphs presented in the preceding comparisons, and tends to justify the conclusions that were drawn in the preceding comparisons.

SUMMARY

The data presented in this chapter seem to warrant the following summary:

1. There are three outstanding reasons why rural teachers change positions; namely, "better salary," "to be closer home," and "patrons didn't like him."

2. The better qualified and more experienced teachers are found in the larger schools, and when teachers who are well qualified go to the one- and two-teacher schools, they soon change to larger schools.

3. "Better salary" affects the better trained teachers more than it does the poorly trained teachers.

4. The better trained a teacher is, the greater the probability of an unstable tenure in one position.

5. Changes made by rural teachers are more frequently due to their volition than to incompetency, or lack of success.

6. Three times as many teachers were failures and disliked by the patrons of one- and two-teacher schools as were failures and disliked by patrons of the larger schools.

7. The patrons of the smaller schools do not take as much interest in the school as do the patrons of the larger schools.

8. Suitable boarding places are more difficult to secure where there are several teachers in the school than where there are only one or two.

9. County superintendents and teachers agree that "better salary" and "to be closer home" are the outstanding reasons why teachers in the rural schools change positions.

10. County superintendents do not know why all of their teachers change positions; and in 46 per cent of the changes about which they claim to know, their reasons did not agree with the reasons given by the teachers.

11. County superintendents do not know all the problems with which their teachers have to deal.

12. There are some causes to which changes are due that the teachers did not give. "Patrons didn't like him" and "changed by the county superintendent" are two.

13. County superintendents seem to put too much stress on one or two of the most important reasons to the neglect of several minor reasons.

CHAPTER IV

CONCLUSION

THE EVIL EFFECTS OF FREQUENT CHANGES

A number of prominent educators have been attracted by frequent changes of teachers. The following excerpts express very concisely their attitude toward changes:

"Thinking people will see that if rural teachers are to exert a real influence in the community where they teach and become a blessing to the farm child and the farm home, this pernicious practice of changing positions every year must end."

(Foght, H. W.—*The American Rural School*, pp. 114, 115.)

"So long as teachers continue to be peripatetics, the best results in community leadership cannot be expected."

(Foght, H. W.—*The Rural Teacher and His Work*, p. 96.)

"The annual determination of teachers' contracts involves a great waste of nervous energy on the part of both teachers and school authorities, and is wholly unnecessary from the standpoint of the efficiency of the school."

(E. P. C.—*Tenure of Teachers*, *Cyclopedia of Education*, pp. 564, 565.)

"The average rural teacher is an itinerant public servant, roving from place to place in search of better pastures and seldom remaining long enough in one position to stamp his personality upon the community or leave a lasting impression."

(Arp—*Rural Education and the Consolidated School*, pp. 145.)

"The teacher, when elected, has no assurance that he will be able to remain in the position for more than one school year. He is therefore less inclined to make any plans which cannot be carried to completion during one term. The result is that a great many teachers never make any plans for the permanent improvement of the school grounds. When a teacher has adopted a plan of procedure, a change of teachers before the plan is fully carried out is likely to result in abandonment of the plan by the new teacher."

(Wilkinson—*Rural School Management*, p. 117.)

"No constructive scheme of education can be successfully carried out with teachers as leaders who stay less than

two years at one place and who have had less than four years' experience."

Burkholder, A. C.—Rural Schools of Hayes County, Texas, Normal School Bulletin, 7, February, 1918, pp. 23, 24.)

"At the age when the journalist, the physician, the clergyman, the lawyer are casting about for a place in which to begin their life's work, the school teacher has taught her first, second, or third term and dropped out of the school business."

(Lillibridge, C. W.—Broader Preparation and Greater Permanency, Pennsylvania School Journal, February, 1917, p. 376.)

"Is it not obvious that so long as the rural-school teachers are here to-day and there to-morrow, they can never become, in any true sense, the citizen makers of the nation?"

(Eggleston and Bruere—The Work of the Rural School, pp. 193-195.)

"It makes the teacher feel that he, or she, is a sort of a temporary fixture. Under such conditions, few are the teachers that can make plans for progressively efficient teaching work, and fewer are those who are willing to undertake to do so."

Mead—The Improvement of the Teaching Staff of Rural Schools, The Ohio Teacher, January, 1918, pp. 251, 252.)

"The frequent change of teachers is a distinct disadvantage to any school. The superiority of city schools over those in the rural districts is due in part, at least, to the longer tenure of city teachers.

"If the employer knows that he is making a contract for a term of some length, say not less than two or three years, he will exercise greater precaution in the original selection and will naturally endeavor to secure a teacher whose qualifications are unquestioned. On the other hand, a teacher otherwise well-qualified, who has become acquainted in a community and has gained the confidence of pupils and patrons, is capable of giving service immeasurably more valuable than one who must make frequent readjustments. The anxiety with reference to reëmployment, often felt most keenly by the most competent and acceptable teachers, is a serious hindrance to enthusiastic and whole-hearted effort. The most disastrous results of short-term employment are suffered by the pupils, whose progress is unnecessarily retarded by too frequent change of teachers."

(Ross, W. D.—Teachers' Tenure, Twentieth Biennial Report of the State Superintendent of Public Instruction in Kansas, p. 94.)

In 1916 Superintendent Walter H. Young, of St. Johnsbury, Massachusetts, made a study of the opinions of school men in regard to the evil effects of frequent changes among teachers. He sent out fifty questionnaires and received twenty-nine replies. Twenty-five of the questionnaires were sent to district and village superintendents and twenty-five were sent to high school principals. The following excerpts will give an idea of the nature of the inquiry and the opinions of the twenty-nine school men:

"Do the schools gain or lose, in your opinion, from frequent changes in management? How?"¹

"New teachers need time to get adjusted to new work, and the pupils to new teachers. This means delay in school work."¹

"There should be a long period of steady influence after the readjustment, if pupils and teachers take the system and devote their energies to the weightier matters of the spirit."¹

"Continuity of any good policy is impossible."¹

"The spirit of permanency with reference to method and management is destroyed, and pupils and teachers are never certain as what to expect."¹

"Lose, because we lack uniformity, and each principal is likely to have some theory to work out."¹

"There is a loss in the momentum of any good policy. The educational machinery does not run at its former speed. Further, 'there is no chance for tradition to grow, or atmosphere.'"¹

"Not only must a teacher adjust himself to his school, but he must establish himself in the minds of the people. His coming disturbs the community as well as the pupils; for patrons are interested, and do not know what to expect of the new man. In order to succeed, one must not only know local conditions, but he must also have the confidence of the great part of the community."¹

"A new principal is not acquainted with the students, and cannot therefore plan work for the individual students."¹

"A new teacher wastes considerable time through lack of familiarity with the machinery of the school and with the pupils and with local conditions."¹

"In general, frequent changes engender a superficial time-serving set of workers."¹

"Lack of prestige with the pupils and the public."¹

"If stable tenure of office were assured, the teaching profession would stand higher as a profession. As long as

¹ Journal of Education, 84, September 7, 1916, pp. 202-205.)

teachers are birds of passage there cannot be that respect for the profession there should be."¹

"Unstable tenure keeps a man in more or less nervous state, not conducive to good work. On the other hand, stability of tenure must be dependent upon good work, otherwise dry rot."¹

"Tendency toward shifting, with home not in any one place, or place of work. I believe teachers could do better work if they became part of the community in which they live rather than an adjunct."¹

"Unstable tenure keeps men out of the teaching profession, it drives men out who are already teaching, and it creates unrest and dissatisfaction within the ranks of the teaching force."¹

"The greatest disadvantage, in my opinion, is the distraction which results in many places as a result of the annual election system. Thought centers upon how to hold one's position rather than how to be most useful to the school."¹

"It keeps a man uneasy in mind and so can't use it freely."¹

"He is all the time looking for another place."¹

These statements might be summarized as follows:

Frequent changes of position cause a loss to the pupils, a loss to the community, and a loss to the teacher. When a change is made, the new teacher cannot take up things where his predecessor left off and continue with the same momentum. He must have time to become acquainted with the pupils and learn their individual needs before he can direct them most intelligently. This loss of time means retardation to the pupils. In the rural schools where the school term is about five months, the teacher just has time to get things "well in hand" preparatory to doing effective work when the school closes. Not only is there a loss in regard to completing the course of study, but the boys and girls do not have other advantages that tenure tends to bring to a school. A teacher who knows that he is likely to be in his present position only five months is not likely to be very enthusiastic, and exert himself very much to get the floors oiled, to secure comfortable desks, to secure good blackboards, to get the building remodeled so the light will enter from only one side, to get additions to the building for the purpose of introducing manual training and domestic science, to get attractive pictures on the walls, to secure a library, to get the house painted, to make the

¹ Journal of Education, 84, September 7, 1916, pp. 202-205.)

grounds attractive and sanitary, to get sanitary outhouses, with some privacy, to secure ample suitable playgrounds and proper equipment for them, to organize athletic teams and coach them, to organize literary societies and direct them, and to organize boys' clubs and girls' clubs. As a consequence, the pupils are deprived of those things which rightfully belong to them; things which tend to make school life a pleasure; things which are essential for the wholesome training of American boys and girls. Frequent changes by teachers are flagrant impositions upon the boys and girls of the rural section.

There is a loss to the community. A person who remains in a community for only five months, and during that time has from twenty to thirty classes to teach per day, cannot familiarize himself with conditions and the needs of the community to the extent that he can launch and develop some real constructive project. If a teacher was inclined to do such things, he could not, for it takes time to gain the confidence of rural people, cause them to realize their needs, and induce them to enter into coöperative organizations to further their own interests. Rural people are inclined to be conservative and suspicious of strangers. Each individual thinks he can "drive" a better bargain than his neighbor, or some outsider. Most farmers think they know more about their community than the little rural teacher who has just come in for a session, and the sad thing about it is that in most cases the farmers are correct. Before the teacher has time to familiarize himself with conditions and offer some constructive plans that display real leadership, he has taught his five months and gone. A teacher who changes from community to community each year will not likely become interested in the people of any one community and the work they are doing. He will rarely become a leader in any community.

Last, frequent changes mean a loss to the teacher. He does not remain in one place long enough to show his true worth. If he has a progressive idea, he does not stay in one place long enough to develop it. Frequent changes do not make for constructive work which shows the real leadership of a teacher. They tend to create a spirit of unrest in teachers, which is not conducive to the best teaching. They make teachers temporary and not fixtures in the community. They tend to rob the profession of its dignity, and, finally, they tend to drive the teacher out of the profession.

SOME SUGGESTIONS WHICH MAY TEND TO REDUCE
THE NUMBER OF CHANGES

These six suggestions may be helpful in trying to reduce the number of changes in rural schools:

1. Better salary.
2. Consolidation.
3. Teachers' homes.
4. A longer school term.
5. Longer contracts for teachers.
6. Compulsory attendance laws that will function.

It has been pointed out that "better salary" is the outstanding reason why teachers change positions. Over 56 per cent of the teachers checked it, and 25.4 per cent of them checked it twice. The following excerpt may contain a suggestive plan for eliminating this cause:

"Salaries should be increased enough so that a teacher with a family may live on his income without worrying how to make ends meet. Provisions should be made, by legal enactment, for a liberal sliding-scale salary, allowing the teacher's salary to increase in direct ratio to length of service in the same community. This is only fair, since teachers of the right sort will unquestionably grow in value to the community year by year."

(Foght, H. W.—United States Bureau of Education, Bulletin, 1914, No. 49, p. 29.)

Consolidation will tend to eliminate the following reasons:

1. Patrons took no interest in school.
2. The children were hard to discipline.
3. Too many classes to teach.
4. Work was too hard.
5. To get into a graded school.
6. To get into a larger school.
7. Had to do my own janitor work.
8. Poor school building.
9. Poor equipment for the school.
10. Poor playgrounds.
11. Little chance for self-improvement.

These reasons were checked twice by 29.7 per cent of the teachers. The per cent that checked each reason vary from .4 to 6.6. Thus it is seen that consolidation will tend to eliminate practically *one-third* of all the changes made by rural teachers.

When consolidations are effected, teachers' homes should be provided. This will tend to eliminate four reasons checked twice by 6.2 per cent of the teachers:

1. Difficult to get to school.
2. Boarding place was unsatisfactory.
3. Boarding place was too far from school.
4. Too much exposure.

If the teachers' home is built near the school, it will eliminate the difficulty of getting to school on cold, disagreeable mornings, and will also save the teacher from exposure during inclement weather in the winter months.

A longer term will tend to eliminate "term was too short." This reason was checked by 5.1 per cent of the teachers as the principal reason why they changed the last time. A longer term will also increase the yearly salary, thus aiding in the elimination of the outstanding cause of changes.

Longer contracts would tend to eliminate "to get a longer contract," which was checked twice by 1.3 per cent of the teachers. If teachers contracted for two, three, or five years, both they and the school boards would be inclined to exercise greater precaution before contracting. This would tend to decrease the number of misfits, which would tend to decrease the number of changes due to "patrons didn't like him" and "changed by the county superintendent."

A compulsory attendance law that is effective will insure a regular attendance, which will tend to eliminate retardation in the rural schools. It will also tend to eliminate "irregular attendance," which was checked by 3.3 per cent of the teachers as the principal reason why they changed.

The data presented in this study seem to warrant the statement that the execution of these six suggestions will tend to eliminate 71 per cent of the changes made by teachers in the rural schools.

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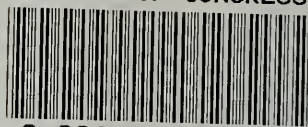
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